

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Manual for Building and District Coordinators

SPRING 2007

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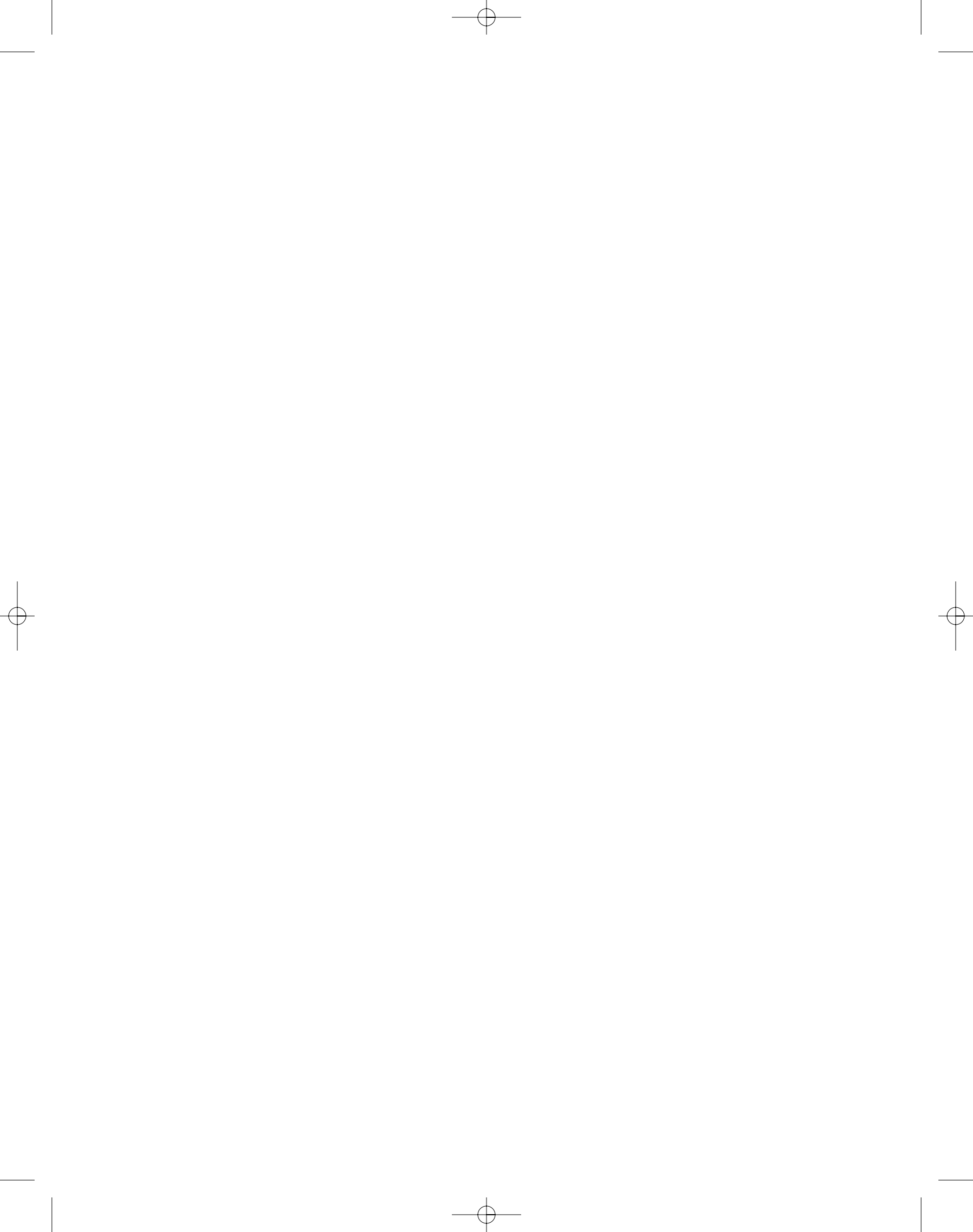
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Introduction

This spring, the State of Michigan is implementing the second annual administration of the statewide English Language Proficiency Assessment (ELPA). The ELPA is administered to all English language learners who are enrolled in grades K through 12 and who are eligible for limited English proficiency (LEP) services. The term English language learner, or ELL, has been adopted by the State of Michigan to refer to students who have limited English proficiency.

The annual statewide administration of the ELPA was a first step in improving the manner in which the English language proficiency of ELLs is assessed. It supports the goal of creating a uniform measure that enables us to identify the progress that students are making with learning English skills from one year to another.

Last fall, a second step was taken by providing an ELPA Initial Screening for new enrollees. The fall version is shorter in length and provides an overall score that is linked to the proficiency level that was set for last spring's ELPA. The use of the fall ELPA has been extended for use throughout the year as a tool to assist schools in determining eligibility for LEP services.

This spring the number of ELPA items that measure complex language development skills has also been increased. Last summer, Michigan educators of English language learners developed assessment items with higher levels of linguistic difficulty and academic rigor in order to support teachers in determining when our students have learned the levels of English required to more effectively participate in academic courses taught in English.

There is much work to accomplish our long-range goal, and we appreciate the continued assistance of schools and districts in providing important feedback and assistance in helping us continue to improve the ELPA as a useful diagnostic tool.

This manual is intended for ELPA District and Building Coordinators who will be preparing their school(s) or test site(s) for the administration of the Spring 2007 ELPA, training their building-level Assessment Administrators and Proctors, and processing the ELPA materials at the conclusion of the administration of the test at their school(s) or testing site(s).

Meeting Federal Requirements

Statewide administration of the ELPA meets federal assessment requirements for the annual assessment of all ELLs. As specified in the No Child Left Behind legislation of 2001, Title I requires the annual assessment of all ELLs who are enrolled in grades K through 12 to determine progress in acquisition of the English language. Areas to be assessed and reported include English speaking, listening, reading, writing, and comprehension. Proficiency levels are to include a basic, intermediate, and proficient level for each grade level assessed. Assessments are to be based on English language proficiency standards, which are to be adopted by each state.

ELPA results are to be used annually for the Title III federal reporting of ELL student progress in acquiring English language skills. The reporting of last spring's ELPA results has brought the State of Michigan into full compliance with federal requirements for an annual assessment that is based on state English language proficiency standards. With this second year of implementation, student progress in meeting these standards can be determined for the first time with the use of a consistent statewide measure.

In addition to the annual ELPA, the ELPA Initial Screening was developed last fall to assist schools in determining eligibility for new enrollees. The Proficient level for this fall's overall score was linked to the proficiency standard set for last spring's assessment. The screening score is used as an assessment tool to determine instructional placement for potential English language learners who enroll in Michigan schools and do not have an ELPA score from the previous spring. When paired with other criteria that are used by local schools and districts for eligibility decisions, the availability of ELPA Initial Screening results can expedite the appropriate instructional placement of students who are learning English as a second language.

English language learners must also fully participate in the state's administration of assessments that measure the state's academic content standards. In Michigan, these assessments include the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination (MME). Administration of the ELPA can be used in place of administering the English language arts sections of the MEAP and MME assessments for only newly arrived students. These are ELLs who have entered the United States for the first time and have been enrolled in a public school for fewer than 12 months at the time of the assessment. The enrollment date entered in section 9 of the ELPA demographic page is used for this one-time exemption for a newly arrived ELL. Additional information may be downloaded from the Office of Educational Assessment and Accountability (OEAA) website at www.michigan.gov/meap.

Features of the ELPA

The goal of the ELPA is to measure the English language proficiency levels of Michigan students who are learning English as a Second Language. Both oral and written language are included in the assessment of listening, reading, writing, and speaking skills for academic and social settings. Comprehension is assessed through the Listening and Speaking sections of the ELPA.

Michigan's ELPA is a customized assessment. It is designed to be aligned with the Michigan English language proficiency standards, which were approved by the State Board of Education in April 2004. The ELPA is now divided into five grade spans: Kindergarten (K), 1–2, 3–5, 6–8, and 9–12. ELLs will take the ELPA level that matches their grade of enrollment. Grade spans are also known as “Assessment Levels”; see the table on page 8 for more information.

Many ELLs may enter our schools having little or no formal education in English or in their native language. Since all ELL students will take the ELPA level matched to their grade of enrollment, assessment items have been selected to represent a broad range of ability, making it more likely that ELLs who are new to the United States are able to find some items that can be answered with confidence.

Each ELPA contains four sections:

- **Listening**
The Listening section is a group-administered, multiple-choice assessment. It measures a student's understanding of spoken English. The tasks begin with shorter and then proceed to longer segments of speech or conversation.
- **Reading**
The Reading section is a group-administered, multiple-choice assessment. It includes measures for several different reading skills. Within each level of the ELPA, the reading selections start with those for beginning readers and progress to more difficult vocabulary and longer passages. The reading selections closely resemble the kinds of materials that students read in school and in everyday life.
- **Writing**
The Writing section contains two parts and is group-administered. Part A, Writing Conventions, contains multiple-choice questions, and Part B contains constructed-response questions.
- **Speaking**
The Speaking section is an individually administered free-response assessment. The student performs various speaking tasks that are scored by the Assessment Administrator or Proctor.

The table that follows shows the five grade spans assessed, the sections of the assessment, the estimated time to administer each section, and the total number of points. Note that for the Speaking section, the number of minutes is an estimate of the time needed to assess each student individually. All other ELPA sections are group administered.

Level	Grade in Spring 2007	Sections	Number of Items
I	Kindergarten	Listening Reading Writing Speaking (Total Points: 90)*	22 21 14 10 Total: 67*
II	1–2	Listening Reading Writing Speaking (Total Points: 99)	25 25 15–16 10 Total: 75–76
III	3–5	Listening Reading Writing Speaking (Total Points: 105–106)	25 27 15–17 12–14 Total: 79–83
IV	6–8	Listening Reading Writing Speaking (Total Points: 107–110)	26–28 27 16–18 12–14 Total: 81–87
V	9–12	Listening Reading Writing Speaking (Total Points: 109)	27 27–28 17 12–14 Total: 83–86

* Totals include both operational and embedded field test items.

Spring 2007 is the second administration of the ELPA. A number of assessment features have been updated in response to feedback from the field and analyses of results from the initial test cycle in Spring 2006.

In addition to increasing the number of items on the ELPA that measure complex language development skills, the ELPA now features a separate assessment at the Kindergarten level. This new level is shorter and was designed with input from Michigan educators of Kindergarten ELLs.

Since Spring 2007 is the first annual administration of a separate test for the Kindergarten level, a standard-setting process to determine cut scores for reporting and categorizing student performance by levels of achievement will be needed after all Kindergarten assessments are administered. Therefore, the reporting of ELPA results will again occur in two phases. The first phase of reports will consist of sets of preliminary individual and classroom reports showing raw scores based on points earned for each section of the ELPA. These preliminary scores are to be made available to districts as PDFs on the OEAA Secure website 28 days after scorable materials are received by Harcourt Assessment, Inc. The final reports, showing scale scores and performance levels, will be disseminated after standard setting is completed. Samples of 2007 reports are available in the ELPA section of the OEAA website.

Since this is the second annual administration of the ELPA, individual student reports of all students who participated in the ELPA in both 2006 and 2007 will show scale scores for both years. This information may be helpful to educators in identifying the specific English language strengths of their students and in planning ways to address possible areas of improvement.

All sections of the ELPA assess both academic and social English. Certain item types have prompts or passages that a student reads or hears before responding in multiple-choice or constructed-response formats.

In assessment levels I and II (grades K and 1–2), most multiple-choice items appear with three answer options. In later assessment levels, these items appear with four options.

Listening

The goal of the Listening section is comprehension of English in a variety of settings. It measures a student's understanding of spoken English. The tasks begin with shorter and then proceed to longer segments of speech or conversation. Items assess comprehension of directions, conversations, and a variety of passages typical of informal and classroom settings.

Assessment Administrators or Proctors may read the directions, passages, Listening questions, and answer options, or they may use an audiocassette/CD that is available as an option from Harcourt Assessment, Inc. (Harcourt). On the audiocassette/CD, students will hear the directions, passages, Listening questions, and answer options read aloud.

Reading

The Reading section is a comprehensive reading assessment that measures the understanding of words and sentences as well as passages of varying lengths. Within each level of the ELPA, the reading selections start with those for beginning readers and progress to more difficult vocabulary and longer passages. The reading selections closely resemble the kinds of materials that students read in school and in everyday life.

At all levels, a section that assesses specific reading tasks is placed before individual reading passages:

- At assessment level I (grade K), students have graphical answer options based on an English stem (item question) which assess phonological awareness and word/sentence comprehension.
- At assessment level II (grades 1–2), students have textual answer options that assess phonological awareness and word comprehension.
- At assessment levels III through V (grades 3–5, 6–8, and 9–12), students have textual answer options that assess their comprehension of words with multiple meanings, contextualized vocabulary, and metaphors or idioms.

Students then continue to read a selection of passages that are sequenced according to length and complexity. A number of items that assess the student's comprehension of what is read are associated with each passage. The set of passages at each level is divided between narrative or story formats, and informational formats based on academic or content-area language.

Writing

The Writing section consists of two parts: writing conventions and student-produced writing, which is a group-administered, open-ended assessment. It begins with the writing of letters or words and progresses to sentence writing and longer writing passages, which measures objectives that cannot be assessed with multiple-choice questions alone.

- Writing Conventions contains items that assess punctuation, capitalization, grammar, and syntax.
- Writing is composed of items whose responses are recorded directly in the test booklet (for assessment levels I and II) or in the separate answer document (for assessment levels III through V) by the student. Objectives measured include word choice that is precise and appropriate and sentences that are varied in structure and sentences that are varied in structure and length, organization of sentences into paragraphs, and overall fluency. The Writing prompts employ graphic and text to elicit and encourage exemplary student writing.

Speaking

The Speaking section is individually administered to students. In order to elicit a variety of discourse samples, the Speaking section uses different item formats to address a number of important areas. The student performs various speaking tasks that are scored by the Assessment Administrator or Proctor at the time of testing using rubrics, which are provided in the Speaking sections of the Directions for Administration at each assessment level. Assessment Administrators and Proctors are encouraged to thoroughly read and familiarize themselves with the Speaking rubrics prior to actual scoring.

There are five Speaking item formats on the Spring 2007 ELPA.

Sentence Repeat

- Student hears and reads sentence before repeating it.
- Each item is worth a maximum score of one point.
- Assessment Administrator or Proctor listens for fluency and smoothness of speech, proper pronunciation, and appropriate intonation to indicate that the student comprehends the main idea of the utterance.

Short Conversation

- Student hears and reads prompt and responds to question(s).
- Questions are open-ended, but guide student toward focused answer.
- Each item is worth a maximum score of two points.
- Assessment Administrator or Proctor listens for fluency and accuracy, with an emphasis on the student's ability to use appropriate vocabulary to express personal opinions, ideas, or points of view.

Storytelling

- Student sees sequence of three graphics and creates oral story or narrative about pictures.
- Sequence of graphics is marked First, Next, and Last.
- Each item is worth a maximum score of four points.
- Assessment Administrator or Proctor listens for complex sentence structures, varied and precise vocabulary, and logical presentation of ideas with appropriate transitions.

Story Retell

- Student hears and reads narrative or content-related text.
- Student responds by telling back to the proctor as much as possible, with allowance for added details.
- Student bases response on comprehensible English input appropriate to grade level.
- Each item is worth a maximum score of four points.
- Assessment Administrator or Proctor listens for authentic speech patterns of student, including use of grammatical constructions, descriptive vocabulary, and transitional phrases to retell recognizable story with fluency of speech.

Guided Discussion

- Item format is a two-part set of questions with short prompts to lead into discussion.
- Student hears and reads prompt and responds to first question.
- Student then hears and reads follow-up question and responds.
- Each prompt is worth a maximum score of two points; each item is worth a maximum score of four points total. Assessment Administrator or Proctor scores each portion individually.
- Proctor listens for conversational flow and exchange of information, with fluency and accuracy based on student's vocabulary. The Assessment Administrator or Proctor also listens for the student's ability to focus the discussion on specific details or examples after the second prompt.

Planning for Administration of the ELPA

Good assessment practice requires that all schools administer the ELPA in the same way across the state so that all students have a fair and equal chance to show their actual skills in English. District and school staff who are involved with the ELPA play a key role in ensuring fair and successful administration of the ELPA. All persons in charge of administering the ELPA should be familiar with the information in the *Directions for Administration*.

The roles and responsibilities for staff in administering assessments are included in the Professional Assessment and Accountability Practices for Educators. This ethics document includes the roles and responsibilities for District and Building Coordinators as well as guidelines for assessment security, preparation, and administration. This document is available electronically at www.michigan.gov/meap or in hard copy at all schools and districts in the state.

All Building and District Coordinators should also become familiar with the ELPA assessment procedures included in this manual, which has been disseminated to each school and district. This manual is also available electronically at www.michigan.gov/meap.

For questions concerning the administration of this spring's ELPA, call the OEAA English language learner (ELL) assessment program at 877-560-TEST (8378).

Students to be Tested

All ELLs who are enrolled in grades K–12 at Michigan public schools, including charter schools, are to be assessed with the ELPA this spring. This includes all students who are eligible to receive limited English proficiency (LEP) services, whether or not they are currently receiving those services. It also includes all ELLs enrolled in private schools that are to provide ELPA as an annual assessment of English language proficiency as stipulated by assessment agreements with their local districts.

In Michigan, the Home Language Survey is used to determine eligibility for ELL services at the time of enrollment. If either of the two questions on the Home Language Survey have an answer of “yes,” then the student is assessed to determine English language proficiency. Starting in the fall of 2007, identification of English language learners in the state will be based on participation in the annual Spring ELPA. The ELPA Initial Screening may be administered at other times of the year to identify new students who are eligible for LEP services.

Formerly Limited English Proficient (FLEP) Students

This spring, assessing FLEP students with the ELPA is voluntary and optional for schools and districts with the following exception:

Any student who began the 2006–2007 school year as an ELL but exited the program before the spring assessment date should still take the ELPA. Since the student was reported as an ELL in the fall and was eligible to receive services for the 2006–2007 school year, the student needs to be included in the annual spring ELPA for Title III reporting purposes.

Using the ELPA to assist schools in monitoring student progress of FLEP students is encouraged. If the choice is made to assess FLEP students, please order ELPA materials for these students; when filling out the demographic information on the answer document, make sure the bubble on the answer document that indicates FLEP status (Formerly LEP) is marked.

Foreign Exchange Students

Foreign exchange students, including those in grade 12, are to be assessed with the ELPA if they are eligible for services (whether or not they are receiving those services).

Special Education Students

All students who are eligible for services need to be assessed, including students with disabilities. It is recommended that schools and districts order the appropriate grade level materials for the ELPA. Once materials are received, they should be reviewed for appropriate use with students. The assessment accommodations table will help in this determination. If it is not appropriate according to a student's Individualized Education Program (IEP), please contact the OEAA staff at 1-877-560-8378 for further information.

Assessment Accommodations

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. The OEAA provides an Assessment Accommodations Summary Table in Appendix A of this manual. An electronic version is available on the OEAA website at www.michigan.gov/oeaa. The table identifies standard and nonstandard accommodations used in administering the ELPA to students with disabilities or to Section 504 students. The accommodations table has been approved by the State Board of Education. It was developed in consultation with districts, schools, and Michigan practitioners in the education of these students.

In general, the determination for the use of standard or nonstandard assessment accommodations must be documented in the student's school records. For students with disabilities, decisions are to be made on a student-by-student basis and documented in the student's IEP. The documentation must be specific for each assessment and content area administered. For general education students who have a Section 504 Plan, the accommodations must be documented in the student's plan.

Since nonstandard accommodations change what the assessment is measuring, the scores will become invalid if any accommodations other than those described in the

accommodations table are used. Thus, students who use nonstandard assessment accommodations will NOT count as being assessed for the calculation of the No Child Left Behind participation rates for either the school or the district.

All questions related to assessment accommodations for ELLs with disabilities and ELL Section 504 students should be directed to Peggy Dutcher, Manager, Assessment for Students with Disabilities Program (e-mail: dutcherp@michigan.gov, or phone: 517-241-4416).

Audio Versions of the ELPA

Two audio versions of the ELPA are available. An audio version of the read-aloud directions, assessment questions, and answer choices of the Listening section of the ELPA has been made available to all Assessment Administrators in order to standardize the spoken portions of the assessment. A second audio version that also contains the directions and the assessment questions and answer choices (when appropriate) for all sections of the ELPA is available as an assessment accommodation for certain students with disabilities and ELLs (see Appendix A).

To obtain audio versions of the ELPA, the District ELPA Coordinator should order online at www.michigan.gov/oeaa-secure.

The following instructions are to be used only when administering audio versions of the assessments to students with disabilities:

1. The assessments must be administered individually to students with disabilities, using equipment with a headset and counter if available, or in a setting where the audio will not disturb other students.
2. Unless the student has a total loss of vision or needs the enlarged-print version, students using the audio versions must have a standard printed copy of an assessment booklet while they are taking the assessment.
3. Students participating in assessment levels I and II (grades K–2) who use audio versions must use standard scannable assessment booklets but may optionally:
 - mark their own answers in the booklets;
 - indicate their responses to a certified staff member, who will then mark the booklets; or
 - Braille their responses and have a certified school staff member transcribe the answers into the booklets.
4. Students participating in assessment levels III through V (grades 3–12) who use the audio versions must use standard answer documents but may optionally:
 - grid their own answer documents;
 - mark answers in their assessment booklets and have a school staff member transcribe the answers into the answer documents;
 - indicate their responses to a certified school staff member, who will then grid the answer documents; or
 - Braille their responses and have a certified school staff member transcribe the answers into the answer documents.

5. The Assessment Administrator must read the directions to the student exactly as written. Assessment directions are also included at the beginning of each audio version but should be presented by the Assessment Administrator first so the student's questions can be addressed.
6. Scannable assessment booklets and answer documents for students who used the audio versions of the assessments must be packaged and returned with the other scannable booklets and answer documents.
7. Audio versions of the assessments are secure materials that must be returned at the end of the assessment period. No copies of these materials may be made, downloaded, or retained.

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible. Students using one of these accommodations are to include specific instructions about punctuation, spelling, indentation, etc., for the Writing section. Also, the use of a Braillewriter is permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, a member of the school staff must transcribe the student's responses into the student's scannable booklet or answer document. Spelling, punctuation, indentation, etc., must be transcribed exactly as they were in the student's original response. Students in grades 3–12 using the Braille version must specify Braille in the Accommodations section on the scannable booklet or answer document. The "Other" bubble on the student answer document may be used to indicate the student used other accommodations.

Word Processors

Because part of the Writing section is devoted to writing conventions, including correct spelling and grammatical usage, students using word processors or word-processing software as an accommodation must be monitored, so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the "Other" bubble on the scannable booklet or answer document to indicate the student used a word processor as a standard assessment accommodation. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the "Nonstandard Accommodations" bubble must be gridded.

Word-processed answers do not need to be transcribed into a scannable booklet or answer document by school staff. Each word-processed page must be printed and identified with student and assessment identification information (student name and birth date; student's state Unique Identification Code (UIC); school and district codes and names; assessment window and grade) and inserted into a scannable booklet or answer document that contains all required student identification information. Do not staple or otherwise attach word-processed pages to the booklet or answer document.

All scannable booklets or answer documents containing a word-processed insert must be shipped in a special handling envelope marked “SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS.” This envelope is provided to the District ELPA Coordinators with the Test Coordinator Kit. This envelope is to be placed with other materials to be returned as shown in the diagram on page 43.

Additional Paper

Additional paper may be used as an assessment accommodation if a student’s large handwriting requires extra space. Each additional piece of paper must be identified with the following student and assessment identification information:

1. student name;
2. birth date;
3. the student’s Unique Identification Code (UIC);
4. school and district codes and names;
5. assessment window; and
6. grade.

The extra page(s) should be inserted into the student’s scannable booklet or answer document that contains all required student identification information. Do not staple or otherwise attach pages to the booklet or answer document.

All booklets or answer documents containing additional papers must be shipped in a special handling envelope marked “SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS.” This envelope is provided to the District ELPA Coordinators with the Test Coordinator Kit. This envelope is to be placed with other materials to be returned as shown in the diagram on page 43.

Registering New Students for the ELPA

Pre-identified ELPA answer documents or labels have been provided for each ELL who has been recorded as eligible to receive services in your school. This includes all students who were identified as ELLs for this fall’s SRSD submission or students assessed with the ELPA Initial Screening. Schools are strongly encouraged to register all other ELLs through the OEAA secure website (www.michigan.gov/oeaa-secure) in order to produce a label for the student’s answer document and ensure accuracy in scoring.

In the event that labels or pre-ID answer documents are not available, it will be essential that you provide complete and accurate information in the section of the ELPA demographic page labeled “Additional New Student Information for Labels” prior to submission to the district so that a label can be affixed prior to return of materials for scoring.

Every student participating in assessment levels III to V (grades 3–12) taking the ELPA will have a separate answer document. Students participating in assessment levels I and II (grades K–2) will answer the questions in their assessment booklets. Answer documents will be delivered to schools in sufficient quantities based on student registration and allowing for overage to accommodate any late registrants. For students who have no

preprinted label or answer document, registration information will need to be provided in the New Student section of the demographic page, which can be used to create a school- or district-produced label on site. See page 29 for directions.

Who Is Involved in Administering the ELPA

Each district designates an ELPA District Coordinator to direct the administration of the ELPA. The coordinator will provide training for Building Coordinators, handle materials, set schedules, and monitor administration.

Buildings also assign ELPA coordinators who will oversee the ELPA administration process and ensure that all procedures are carefully followed. The ELPA Building Coordinator provides training for Assessment Administrators, who are responsible for giving the ELPA to students. Paraprofessionals can assist with administration duties as Assessment Proctors, but they must be trained and monitored by a certified professional staff member. Depending on the number of students in each room, Proctors may also be assigned to assist the Assessment Administrator.

Each person involved in administering the ELPA should refer to the Professional Assessment and Accountability Practices for Educators document for information about their specific roles and responsibilities in accurately and fairly assessing students.

ELPA District and Building Coordinator Responsibilities

Good assessment practice requires that all schools administer the ELPA in the same way across the state so that all students have a fair and equal chance to show their actual skills in English.

All district and school staff members involved play a key role in ensuring fair and successful administration of the ELPA. Please review the assessment procedures in this manual. Follow all procedures carefully and notify the OEAA, using the contact information on the back cover, if a problem arises.

The roles and responsibilities for staff in administering assessments are included in the document *Professional Assessment and Accountability Practices for Educators*. This ethics document includes the roles and responsibilities for District and Building Coordinators as well as guidelines for assessment security, preparation, and administration. This document is available electronically at www.michigan.gov/meap or in hard copy at all schools and districts in the state.

All Building and District Coordinators should also become familiar with the information in the *Directions for Administration* for the level(s) at which their students will participate. For further questions concerning the administration of this spring's ELPA, call the OEAA English language learner (ELL) assessment program at 877-560-TEST (8378).

Overview of ELPA District Coordinator Responsibilities

Each district or non-public school has one person designated as the ELPA District Coordinator, who is responsible for:

- reading and becoming familiar with the information in this handbook and the *Directions for Administration* prior to the assessment window;
- serving as the contact person between the district and the OEAA and/or Harcourt;
- coordinating the ordering, distribution, collection, return, and security of assessment materials;
- directing the accurate completion of student identification information and “School Use Only” sections of student answer documents; and
- disseminating assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers, and counselors), and to students and parents, where appropriate.

The principal (or a designee) of a non-public school serves as the ELPA District Coordinator.

ELPA District Coordinators must review their own responsibilities carefully. In addition, ELPA District Coordinators must review both the ELPA Building Coordinator’s responsibilities and the Assessment Administrator’s and Proctor’s responsibilities. See Appendix B.

Overview of ELPA Building Coordinator Responsibilities

Each school building that is involved in the ELPA should have an ELPA Building Coordinator who will be responsible for:

- reading and becoming familiar with the information in this manual and the *Directions for Administration* prior to the assessment window;
- serving as liaison between the school and the ELPA District Coordinator;
- carrying out building-level duties involved in the distribution, security, and collection of assessment materials; and
- returning materials after the assessment to the ELPA District Coordinator.

ELPA Building Coordinators should meet with the ELPA District Coordinator to discuss topics such as scheduling, procedures for receiving and returning materials, assessment security, completion of “School Use Only” sections of student answer documents, and any implementation issues.

In addition, ELPA Building Coordinators must review the Assessment Administrator’s and Proctor’s responsibilities. See Appendix B.

Security

The ELPA is a secure assessment. Teachers and administrators must carefully safeguard all assessment materials. The materials must be kept secure, and no one may make copies of them. Likewise, no one may make notes on or about any of the assessment questions.

A sample of the ELPA Security Compliance Form is included at the back of this manual. This form is to be signed by each ELPA District Coordinator, ELPA Building Coordinator, Assessment Administrator, Assessment Proctor, and accommodations provider who is involved with administering the ELPA.

1. Assessment booklets are secure materials that must be carefully monitored.
2. ELPA booklets are secure documents and may not be copied or retained in schools.
3. All booklets must be kept in locked storage both before and after the assessment and returned to the OEAA as directed.
4. No person, other than students to be assessed, shall be allowed to review or take the assessment.

All security and compliance forms are to be returned with all ELPA materials to Harcourt at the end of administering the ELPA. These include all used and unused assessment booklets (regular, large-type, and Braille editions), all used and unused answer documents, *Directions for Administration*, and prerecorded audiocassette tapes and CDs. Prepaid address labels are provided for returning all assessment materials.

Student test booklets are sequentially numbered for security and tracking purposes.

Announcing the ELPA

Inform teachers about the ELPA and when the assessment will occur. An announcement at a staff meeting, for example, will serve this purpose. Provide teachers with guidelines about preparing for the ELPA, conducting the assessment, and materials to be covered or removed from the room during the assessment (such as decorative vocabulary lists, English grammar posters, etc.)

Students and parents should be informed about the ELPA before the testing window. Students should also be told ahead of time what materials they will need to bring to the assessment. School staff should help in determining the students who will be assessed during the administration window, and program or schedule changes that will accommodate the administration of the ELPA.

If there is a school newsletter sent to parents, it is suggested that an announcement of the ELPA dates with a brief description of the assessment be included. This can also serve to keep staff members informed of changes in scheduling that may affect the attendance of their students.

Preparing for the ELPA

Assessment Administrators and Proctors should carefully read all of the directions contained in the *Directions for Administration*. They should familiarize themselves with the Speaking scoring rubrics and the specific directions for administering each section of the ELPA, and they should also check the assessment materials provided.

Receipt of Assessment Materials

The following materials will be provided for administering the ELPA:

- *Manual for Building and District Coordinators* — This manual provides planning and administration procedures for this spring's ELPA, including information regarding the ordering of additional materials, accommodations, security procedures, and directions for the handling and return of secure materials.
- *Directions for Administration* — These directions are published by assessment levels or grade spans: levels I, II, III, IV, and V. The directions for administration are contained in one booklet, with directions for each form separated by tabs.
- Listening section audiocassettes and CDs (Levels I, II, III, IV, and V) — prerecorded directions, passages, questions, and answer choices to administer the Listening section to all students.
- Student assessment booklets (Levels I, II, III, IV, and V) — These booklets are sequentially numbered for each grade-level span assessed. The assessment booklets for levels III, IV, and V contain all four sections of the ELPA: Listening, Reading, Writing, and Speaking. For levels I and II, the Speaking section appears in a separate booklet. All assessment booklets are available in regular and enlarged print. Braille editions are available for levels III, IV, and V. If a Braille edition is needed for levels I or II, please contact OEAA.
- Speaking booklets for Levels I and II — one per each *Directions for Administration*. These are reusable booklets for the students in levels I and II to view as a prompt during the Speaking section of the assessment.
- Answer documents for Levels III, IV, and V — one per student. Note that students in levels I and II will mark their answers directly in the assessment booklet.

Monitoring Assessment Shipments

ELPA District Coordinators will navigate to the login page of the OEAA secure website (you will need to enter User ID and Password) at www.michigan.gov/oeaa-secure to check the status of a shipment. After entering your User ID and Password, look under the

left navigation button Online Registration and click on ELPA Additional Orders and Shipment Tracking. Click Order Management. Under Find an Order, select Test Administration, Order type and order status. Select a district or school name and click on Search. The report will provide the following information for all ELPA assessment shipments:

- order number;
- confirmation number;
- order type;
- school;
- order date;
- order status;
- inventory status; and
- carrier tracking number.

By selecting a carrier tracking number, the carrier's web page will be displayed showing shipment status. By clicking on the order number, the order details screen will be displayed, showing the following: Order number, Inventory status, Location, Complete status, Ship date, Ship to location, Notes, Product number, Product description, Number of packages, Package size, Total, Box number, and an internal tracking number (License Plate).

Shortages and Missing Materials

Immediately upon arrival of assessment materials, ELPA District and Building Coordinators should verify that sufficient quantities of materials have been received. Overage materials should be distributed within the district before requesting additional materials.

Additional Materials

Additional material requests are to be gathered from all schools in a district, including adult and alternative education programs, and ordered by the ELPA District Coordinator. Additional materials may be ordered online at www.michigan.gov/oeaa-secure. You will need to enter your User ID and Password. The Additional Materials form can be found on the left navigation button under Online Registration and click on ELPA Additional Orders & Shipment Tracking. Select Order Management, then identify Test Administration, District, School, then click Search. Click School Desired on the next page, then the Enter Additional Orders screen is shown. Quantities can be input for the desired materials. Click Save when completed.

If you experience difficulties with the online ordering system, please contact the Harcourt Customer Support Center at 1-800-763-2306.

Administration Schedule

Schools may administer the ELPA sections in any sequence for some or all students if doing so will facilitate the school's completion of the assessment.

Each section or part of the ELPA must be administered in its own continuous session. That is, once administration of the Listening section has begun, it must be completed by all students in one period of time; it cannot be stopped midway through and continued at a different time. Since Writing has more than one part (Writing Conventions and Writing), each part may be given as a separate session. For instance, Writing Conventions may be given before lunch and Writing after lunch.

The Speaking section must be administered to students individually at a location separate from other students. Assessment Administrators and Proctors are advised to become familiar with the rubrics for the Speaking items prior to actual administration.

Important dates for administration of the ELPA are included on the back cover of this manual. Administration dates are Monday, March 19 through Friday, April 27. Schools are asked to submit their scorable assessment materials and answer documents to their district for return to Harcourt Assessment, Inc. All district shipments must be picked up for return on or before May 4, 2007.

Preparing the Answer Documents

As part of training, recommend that an answer document is prepared for each student taking the ELPA **before** the assessment is administered. Directions for preparing answer documents are provided in this manual beginning on page 25. Note that for levels I and II, the students mark their answers in the assessment booklet and the booklet therefore is the answer document.

Assessment Booklets and Answer Documents

Every student in levels III–V taking the ELPA will have a separate answer document. Students in levels I and II will answer the questions in their assessment booklets. Answer documents will be delivered to schools in sufficient quantities based on student registration and the school’s historical information, allowing for an adequate overage to accommodate any late registrants. For students who have no preprinted label or answer document, teachers will need to provide registration information using the online registration process or fill in the required information in the section labeled “Additional New Student Information for Labels” on the ELPA demographic page, described on page 29. District ELPA Coordinators may be contacted by Building ELPA Coordinators if additional assistance is needed with online registration.

Online Registration

Students can be registered online until the day of assessment return using several different options on the OEAA secure website. Step-by-step instructions can be found on the login page (www.michigan.gov/oeaa-secure) of the website by clicking on the pink link entitled *OEAA Secure Site User Manual*.

- SRSD Copy (pages 8–13)
- Student Test Cycle Copy (pages 14–18)
- Pre-Identifying One Student at a Time (pages 19–23)
- Pre-ID File Import Process (pages 3–7)
- Adding a New Student (pages 24–27)

Print a label for any student registered online using a standard Avery® 5161 label. Place the label on the student scannable booklet or answer document in the box located in the lower right-hand corner of the back cover.

Non-public (private) schools can pre-identify their ELPA students on the OEAA secure website using one of the following four methods:

- a) **Pre-ID File Import.** Our file requirements can be found on the login page of the OEAA secure website by clicking on the blue Pre-ID File Format link. The file can then be loaded on to the OEAA secure website by the school.
- b) **Individual Pre-Identification.** Schools can use the Student Search screen to individually identify students who are already in the system and to whom the ELPA will be administered.
- c) **New Student.** Schools can use the New Student screen to individually identify students who have no record on the OEAA secure website and to whom the ELPA will be administered.

- d) **Student Test Cycle Copy.** Schools can use the Student Test Cycle Copy screen to copy a group of students who have previously tested into the spring 2007 ELPA assessment cycle.

Pre-identification of students on the OEAA secure website is the same for the ELPA as it is for the MEAP, with exception of choosing the ELPA assessment cycle. The OEAA secure website (www.michigan.gov/oeaa-secure) may also be known as “the MEAP website.”

New Student Information Form

A New Student Information Form is no longer needed for registering new enrollees at the time of testing. Please refer to the Demographic Page information that follows to register new students using school-or district-produced labels.

Demographic Page Information

The following information needs to be completed on the demographic page of each student scannable booklet or answer document. See the sample of the student demographic page on page 31.

Please note: For levels III–V, it is very important that students are using the answer document that corresponds to the appropriate form of the grade-level assessment being administered. For levels I and II, the students mark their answers in the assessment booklet and the booklet therefore is the answer document.

Box 1: Last Name — Print the last name of the student, one letter at a time, in the boxes provided. Nicknames or abbreviations should not be used.

Box 2: First Name — Print the first name of the student, one letter at a time, in the boxes provided. Nicknames or abbreviations should not be used.

Box 3: MI — Print the middle initial of the student.

Box 4: Print the teacher, district, and school names. Nicknames or abbreviations should not be used.

Box 5: Listening — Directions for administering the ELPA are provided to all students using an audiotape, CD, or actually reading the directions. In the Listening section, students are asked to respond to lengthier stories or prompts. Use of the audiotape or CD is helpful in standardizing the delivery of this ELPA section. Please mark the method used for providing ELPA directions. **This section is to be marked for all students taking the ELPA.**

Box 6: Form (Levels III–V only) — There are 3 forms of the ELPA at these levels. At levels III–V, students use a separate answer document. There are two types of answer documents: the first is for forms 1 and 2, and the second is for form 3. Please check the form number on the student assessment booklet and make sure

that the answer document for the student matches. Mark the correct form number on the answer document. **Note:** This applies only to levels III–V. Students in levels I and II work directly in their assessment booklets.

Box 7: Report Codes — Fill in the circle for any of the following that apply to the student:

A. Home Schooled — If an assessed student is home schooled, fill in the “Home Schooled” circle. This will ensure that home-schooled students’ scores will not be included in the district or school reports. Home-schooled students are not required to take the ELPA but may test during the district’s assessment window. Parents or guardians of home-schooled students should contact their local school district for assessment information. Public school districts are required to administer the ELPA to home-schooled students who wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents of each home-schooled student.

B. Formerly LEP — A student is designated as formerly LEP when he or she is determined to be proficient and is no longer designated an English language learner, or LEP, by a school or school district. This designation must be used to track student achievement for two years after the LEP designation has been removed (No Child Left Behind, Title III, Subpart 2, Section 3121).

C. Homeless — A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

D. Student Unethical Practice — This bubble is to be used to identify students who engage in an unethical practice. Such practices are outlined in the *Professional Assessment and Accountability Practices for Educators* that was approved by the State Board of Education in August 2005. This document is available at the OEAA website (www.michigan.gov/oeaa). If the Assessment Administrator or Assessment Proctor observes a student who appears to be engaged in one or more of the unethical practices, the Assessment Administrator should allow the suspected student(s) to finish the assessment and code the student’s answer document by filling in the “Unethical Practice” bubble. The Assessment Administrator is to immediately notify the Building ELPA Coordinator of the suspected prohibited practice.

Note: The “Student Unethical Practice” bubble is NOT meant to be used for students who do not appear to be working hard on the assessment or otherwise not taking the assessment seriously. It is only intended for students engaging in practices deemed unethical.

E. Interrupted Schooling — This bubble is to be used for a student who has missed one or more consecutive years of schooling after kindergarten. (An example is a student who attended grades 1 and 2 in another country and, due to family relocation, was unable to attend any part of grade 3.)

Box 8: Years of Schooling in U.S. Schools — Fill in the circle next to the number of years that the student has been enrolled in school in the United States. (The student may have been enrolled in one or more schools in the United States before enrolling in your district.)

Box 9: Enrollment Date— **Only** complete this box if **box 8A** has been marked (the student has been enrolled in school in the United States for one year or less. See directions for box 8.). If the student has been enrolled in school in the United States for one year or less, fill in the date the student was **first enrolled in a school in the United States**. The student may have been enrolled in one or more schools in the United States prior to enrolling in your district.

Box 10: Class/Group Number — This *optional* information allows districts and schools to receive reports organized by class or group designation(s). It is a local district decision to use this option and to define class/group numbers that are most useful to the district or school. Contact your Building or District Coordinator for your 4-digit class/group number.

Box 11: Native Language — If the student’s native language is listed in box 11, fill in the circle next to the student’s native language. If the student’s native language is not listed in box 11, fill in the circle next to “Other” and write the student’s native language on the line below “Other.”

Box 12: Accommodations — This section of the “*School Use Only*” area on student answer documents is used to identify the accommodations as required by the No Child Left Behind Act of 2001 and defined by the Assessment Accommodations Summary Table in Appendix A. Please review each section of the table carefully to ensure that the student is eligible for the ELPA accommodation being considered and note restrictions for nonstandard accommodations. Answer documents provide the opportunity to identify specific accommodations used for students on different sections and parts of the ELPA. Standard accommodations are listed first, then nonstandard accommodations. Mark all that apply.

Standard Accommodations

Audiotape — available for Listening, Writing, and Speaking sections. Audiotapes include assessment directions, questions, and student response options (See No. 26 in the Assessment Accommodations Summary Table in Appendix A for more information.)

CD — available for Listening, Writing, and Speaking sections. CDs include assessment directions, questions, and student response options (See No. 26 in the Assessment Accommodations Summary Table in Appendix A for more information.)

Read to Student — reading of Listening, Writing, or Speaking section to the student **in English**. Reading includes assessment directions, questions, and student response choices. (See the Assessment Accommodations Summary Table in Appendix A for more information.)

Enlarged Print — available for use with students needing all sections of the ELPA in larger print. (See No. 60 in the Assessment Accommodations Summary Table in Appendix A for more information.)

Amplification System — Listening and Speaking sections. Classroom amplification systems that are used regularly as accommodations may be used for these sections of the ELPA. (See No. 56 in the Assessment Accommodations Summary Table in Appendix A for more information.)

Braille — available for use with students in levels III–V needing all sections of the ELPA in Braille. (See No. 60 in the Assessment Accommodations Summary Table in Appendix A for more information.)

Other — available for all sections. Use for other standard accommodations that have been used for the ELPA, such as signing. (See the Assessment Accommodations Summary Table in Appendix A for additional information regarding standard accommodations.)

Nonstandard Accommodations

Nonstandard Accommodations — Any student who receives a nonstandard accommodation on the assessment must have this circle filled in on his or her answer document. (See the reading example, No. 42, in the Assessment Accommodations Summary Table in Appendix A for more information.)

Box 13: Research I and II Fields — These columns are used by schools and districts for special research purposes. In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

- a. Is there a relationship between the number of years students have attended school in our district and their test scores?
- b. Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B vs. reading program C, etc.?

The following information may be helpful in developing codes for use of these research fields:

- a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Each student may code one response per report on his or her answer document (one response in the Research I column and one response in the Research II column).
- b. Coding information must be provided to Building ELPA Coordinators and Assessment Administrators if students are to code their own answer documents.
- c. Districts may elect to use one or both of the Research Report options at any or all of the grades tested.

Box 14: Assessment Date — Fill in the date the ELPA is administered to the student.

Additional New Student Information for Labels

Complete this section for students who do not have a preprinted label or answer document.

Box 15: Grade — Fill in the circle next to the student's grade of enrollment.

Box 16: Ethnicity — The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program" (OMB Directive No. 15). Classifications will be used only for the purpose of reporting.

1. ***American Indian or Alaskan Native*** — a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition
2. ***Asian or Pacific Islander*** — a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa
3. ***Black, not of Hispanic Origin*** — a person having origins in any of the black racial groups of Africa
4. ***Hispanic*** — a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race

5. ***White, not of Hispanic Origin*** — a person having origins in any of the original peoples of Europe, North Africa, or the Middle East

6. ***Multiracial*** — a person of mixed racial and/or ethnic origins

Box 17: Date of Birth — Fill in the month, day, and year of the student's date of birth.

Box 18: Gender — Fill in the circle next to the student's gender.

Level III Demographic Page

1

2

3

MI

4

TEACHER NAME

DISTRICT

SCHOOL

5

Listening

Audio

CD

Read

6

Form

1

2

3

7

Report Codes

A

B

C

D

E

Home Schooled

Formerly LEP

Homeless

Student Unethical Practice

Interrupted Schooling

8

Years of Schooling in U.S. Schools

A

B

C

D

E

1 year or less

2 years or less

3 years or less

4 years or less

More than 4 yrs.

9

Enrollment Date*

Month

Day

Year

Jan

Feb

Mar

Apr

May

Jun

Jul

Aug

Sep

Oct

Nov

Dec

2006

2007

10

Class/Group Number

1

2

3

4

5

6

7

8

9

1

2

3

4

5

6

7

8

9

1

2

3

4

5

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7

8

9

11

Native Language

Spanish

Arabic

Chaldean

Albanian

Hmong

Bengali

Chinese

Japanese

Vietnamese

Serbo-Croatian

Other (specify)

12

School Use Only (Mark All That Apply)

Accommodations*

Listening

Reading

Writing

Speaking

Part A

Part B

L

L

L

L

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L

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W

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13

Research

I

II

III

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10

14

Assessment Date

Month

Day

Year

Mar

Apr

07

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2

3

4

5

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15

Grade

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3

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11

12

16

Ethnicity

1

2

3

4

5

6

American Indian or Alaskan Native

Asian or Pacific Islander

Black, not of Hispanic Origin

Hispanic

White, not of Hispanic Origin

Multiracial

17

Date of Birth

Month

Day

Year

Jan

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Gender

Female

Male

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General Directions for Administration

School personnel administering the assessment play a crucial role. ELPA Building Coordinators can minimize issues that may arise with accurately and fairly assessing students by addressing the following guidelines:

- Maintain the security of all assessment materials before, during, and after the assessment, and between assessment sessions.
- Administer the assessment in a manner consistent with established assessment procedures.
- Establish assessment conditions that prevent opportunities for students to engage in irregular behaviors (intentional or unintentional).
- Review student information completed on the answer documents for accuracy.
- Communicate with the ELPA District Coordinator or the OEAA if questions arise.
- Prepare the assessment room(s) for the ELPA.
- Assist Assessment Administrators and Proctors as they begin and end testing sessions.
- Resolve issues such as unauthorized materials, temporary or daily student absences on testing days, student illnesses during testing sessions, emergencies during testing, errors on the part of Assessment Administrators or Proctors, and unethical practices by students during testing.

Preparing the Assessment Room(s)

The school may decide whether to administer the ELPA Listening, Reading, and Writing sections in the students' own classroom(s) or elsewhere and whether to assess students in class groups or in groups of other sizes. The Speaking section must be administered to each student individually in a location separate from other students. Make sure that each assessment room is adequately lit and ventilated and free from noise and other distractions.

Just Before Administering the ELPA

As part of training, recommend that Assessment Administrators and Proctors direct students to complete the following tasks before each session of the ELPA begins:

- put away all books, notes, and other resources during the assessment;
- read and/or listen to the questions carefully and follow instructions;
- make sure that their name is on the assessment booklet and answer document they are using; and
- use only a No. 2 pencil to record their answers for the multiple-choice and constructed-response questions.

Assessment Administrators and Proctors should explain to students that the questions on the ELPA are designed to measure English language arts skills ranging from very basic to advanced. As a result, some of the more proficient students may find some assessment questions simple, particularly at the beginning of each section. Similarly, some beginning students may find some assessment questions very challenging, particularly toward the end of each section. Students should be encouraged to do their best to answer as many of the questions as they can. Students should also be advised not to be concerned if they think some questions are too easy or are too difficult to answer correctly.

Standard accommodations for the ELPA are specified in the Assessment Accommodations Summary Table in Appendix A. Every student should be provided with his or her required assessment accommodations, with two exceptions:

- The Reading section may **not** be read to **any** student.
- For the Writing section, students may **not** receive assistance or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

Except where indicated in the *Directions for Administration*, students may **not be** given help in interpreting assessment questions. Students should be advised to answer the questions according to their best judgment. However, students should be given all the assistance required in the mechanics of taking the test, such as pointing out the correct page in the assessment booklet and explaining how to record responses in the assessment booklet for levels I and II, or on the answer document for all other levels.

Be sure to refer to the information regarding assessment ethics and security procedures that is provided in Appendix B.

While Administering the ELPA

Unauthorized Materials

Students taking state assessments should be under close supervision at all times. When students enter the assessment room, Assessment Administrators must ensure that they do not bring any unauthorized notes, printed material, scrap paper, or tools that would give the student an unfair advantage. The materials that students are permitted to use during the assessment are identified in the specific directions for each section of the assessment.

Temporary Absence from the Testing Room

Students may be allowed to go to the restroom during the assessment, but it is best not to make a general announcement to that effect. Only one student may leave the assessment room at a time. Have the student turn in the assessment booklet and answer document to the Assessment Administrator upon leaving the room. The Assessment Administrator or Proctor should return the assessment booklet and answer document to the student upon his or her return. **Assessment Administrators must not leave an assessment room unsupervised at any time.**

Illness

A student who becomes ill during a session of the ELPA should be excused. When the student is well enough to continue, the student may complete that session of the ELPA as long as the session has not ended. Other unadministered sessions of the ELPA should be administered to the student according to the directions provided in the *Directions for Administration* as long as the assessment window has not ended. When giving the student a partially completed section of the ELPA, supervise the student closely so that the student does not go back to previously finished items on the assessment.

Students Absent on the Day of the Assessment

Provisions should be made to administer the assessment at a later date to all students who were absent when the ELPA was initially given. These students should not be involved in any classroom discussions about the ELPA prior to the time they take it. The make-up date(s) can be any time within the assessment window.

Emergency Evacuation of a School Building

If a school is required to evacuate a school building during an assessment because of an emergency such as a fire alarm or a bomb threat or if any situation arises in which the safety of the students is endangered, the principal has full authority to interrupt the assessment immediately. If possible, students should be kept under supervision during the emergency. Then, if work can be resumed, students should be allowed to continue the assessment.

Scoring the Speaking Section

Instructions for scoring the Speaking section of the ELPA are provided in the Speaking section in the *Directions for Administration*. Each school is responsible for making the necessary arrangements for the individual administration and scoring of its students' ELPA Speaking section.

ELPA Administrators or Proctors must score their students' responses to the Speaking section of the ELPA and record those scores on the student answer documents. **Note:** Scores for a student's answers for the levels I and II Speaking section are recorded in the student's assessment booklet. There is a separate speaking booklet for the levels I and II students to view as a prompt during the administration of the Speaking section.

Schools should review the answer documents to verify that the Speaking section scores and all demographic information have been entered correctly.

Ending an Assessment Session

All sections of the ELPA are untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of the assessment. An assessment session should be ended as soon as all students are finished. If only a few students need more time to finish than the rest of the class, an Assessment Administrator may collect all assessment materials and take those students to another room to immediately finish the assessment.

Assessment Administrators should collect all materials from each student individually. Students should not pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all materials have been returned.

Assessment booklets are secure materials that must be carefully monitored. They must be kept in **locked** storage while in schools.

Administrative Errors During Assessment

An especially important role of ELPA District and Building Coordinators is to carefully train Assessment Administrators and Proctors. Also important is that ELPA District and Building Coordinators carefully monitor Administrators and Proctors throughout the administration of the ELPA. No emergency assessments will be given. If an administrative error occurs during assessment, the ELPA District Coordinator should report it immediately to the OEAA (phone 1-877-560-8378 or email OEAA@michigan.gov).

Some examples of administrative errors include:

- not allowing a student to complete the assessment;
- failing to keep assessment materials secure at any time before, during, or after the assessment; and
- allowing students to be unsupervised during the assessment.

If in doubt as to whether an administrative error has occurred, please contact the OEAA. The first concern of OEAA staff will be to assist the district in obtaining valid scores.

Unethical Practices During Assessment

The “Student Unethical Practice” bubble in the Report Codes section on the student answer document identifies students who engage in unethical practices. On November 9, 2004, the State Board of Education approved the Office of Educational Assessment & Accountability (OEAA) *Professional Assessment and Accountability Practices for Educators*. This document is available at the OEAA website (www.michigan.gov/oeaa). This document establishes the “ground rules” for how each assessment is to be administered. It is recommended that the document be downloaded from the website and read in its entirety, as it contains specific information for individuals based on assessment responsibilities.

School personnel should review this section prior to administering the assessment. Students should be informed of appropriate assessment practices. Students should also be made aware of unethical assessment practices and the potential consequences thereof. Inappropriate and unethical student assessment practices include any of the following instances:

- communicating or collaborating in any manner with another student (This includes written, electronic, verbal, or gestured forms of communication.);
- copying another student’s answers, or requesting or accepting any help from another person;

- using any material or equipment not expressly permitted in the *Directions for Administration*;
- answering an assessment question or any part of an assessment for another student, or providing assistance to another student before or during a State assessment;
- returning to previously administered sections of the assessment after an assessment session is complete;
- using any prohibited resource; and
- engaging in any other practice that has the intent of artificially affecting the student's score or the score of another student.

All reasonable attempts should be made to redirect students who engage in questionable activity. If the Assessment Administrator (or Assessment Proctor) observes a student who appears to be engaged in one or more of the unethical practices, the ELPA District and/or Building Coordinator should allow the suspected student(s) to finish the assessment and code the relevant answer document by filling in the "Unethical Practice" bubble. The Assessment Administrator is to immediately notify the ELPA Building Coordinator of the suspected prohibited practice. An immediate preliminary investigation, with appropriate documentation, will be conducted to determine if an unethical practice occurred. The ELPA District Coordinator can be a valuable resource in the preliminary investigation and should be notified about any unethical practice(s).

The principal will then notify the student and his or her parent(s) or guardian(s) of the alleged prohibited practice, and provide a chance to respond.

If the principal determines that the student has not engaged in a prohibited practice as alleged, and notifies the OEAA in writing within 20 school days of the last day of the assessment cycle, the assessment score(s) will not be invalidated and the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated and the results will not be reported.

Monitoring Assessment Administration

ELPA District and/or Building Coordinators should monitor assessment sessions when possible to verify that instructions are carried out properly. Consider the following:

- Are students being allowed to work at their own pace?
- Are students' questions about the directions being answered before an assessment session begins?
- Are Assessment Administrators only answering questions about assessment directions and not about specific items?

Assessment Administrators and Proctors are responsible for monitoring student activities during the assessment to make sure students are progressing through the assessment and are not confused about directions. During the assessment, they should make sure to:

- distribute all materials to students and check for appropriate parts of the assessment booklet and answer document;
- remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store them out of sight;
- ensure that the only materials on students' desks and tables are those authorized for use;
- administer the assessment according to the *Directions for Administration*;
- read directions to students exactly as they appear in the *Directions for Administration* and answer questions about assessment directions as described in the *Directions for Administration*;
- monitor the assessment sessions by moving throughout the assessment room;
- ensure that students are working in the correct section of their assessment booklet and are marking their responses in the appropriate area of their answer document (student responses are limited to the answer spaces provided unless specified as an accommodation);
- ensure that the assessment room is quiet during the entire assessment administration;
- remain in the assessment room at all times unless replaced by another trained staff member;
- report any incidents of questionable student behavior or deviations in assessment administration to the ELPA Building Coordinator for early and fair resolution of any concerns; and
- ensure that students do not leave the assessment room except under extenuating circumstances. If a student must leave, assessment administrators must collect the assessment booklet and answer document from the student and return them upon the student's return. Only one student may leave the room at a time.

Also, be sure to address the following questions.

- Are students marking their responses in the correct document—form-specific answer document (for grades 3–12) versus assessment booklet (for K–2)?
- Are students marking their responses in the correct section of the answer document?
- Are there a large number of erasures? Are students confused about the directions or having other problems?
- Are students doodling or marking randomly? Do they appear to be racing through the assessment? (Students may underline, highlight, or write notes in their booklets only; remind them of the importance of the assessment results.)
- Are any students distracting others? (If so, they should be moved to a separate assessment room.)

- Are students working in the correct section of the assessment booklet? (Students are not permitted to return to previously administered sections of an assessment after a session is complete. Students may not revisit assessment answers for any reason after assessment booklets and answer documents have been collected.)

It is very important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, Assessment Administrators and Proctors MAY NOT give help of any kind to students during the assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the *Directions for Administration*.

After Administering the ELPA

If there is another section of the assessment to administer, return to the directions for that section of the assessment when ready to begin the next section. If all sections of the assessment have been administered, Assessment Administrators should complete the following procedures.

Before sorting materials for return, Assessment Administrators should note that an answer document is considered used if a student has taken all or any part of the assessment.

1. Verify that there is only one answer document for each student.
2. Verify that the answer document contains **one** of the following:
 - a. Pre-ID student information
 - b. Student label printed from the OEAA secure website using new student information section (www.michigan.gov/oeaa-secure)
3. Check answer documents for the following:
 - a. Only answer documents dated Spring 2007 have been used.
 - b. The appropriate form number has been filled in correctly. **Note:** This does not apply to levels I and II.
 - c. All required student identification fields (student name, teacher name, etc.) have been completed accurately.
 - d. All optional data fields the district chose to use and all “*School Use Only*” fields have been completed accurately.
 - e. No correction fluid, crayons, markers, highlighters, colored pencils, or pens have been used on student answer documents.
 - f. No staples, glue, rubber bands, or paper clips have been used on student answer documents.
 - g. No extra paper is attached (except when approved as an accommodation).
 - h. No answer documents have been disassembled or damaged.

4. If an answer document is found to have been damaged or to contain markings by writing utensils that are not allowed, the District ELPA Coordinator must be notified. The District ELPA Coordinator should contact the OEAA for assistance.
5. Notify the Building ELPA Coordinator of any student answer documents that require the special handling envelope that is marked “Special Handling and/or Word Processed Documents.” These envelopes are for those students who used a word processor as an accommodation.
6. Return *all* assessment materials, used **and** unused, to the Building ELPA Coordinator as soon as possible after the assessment. Refer to pages 40–47 for instructions regarding the return of materials.
7. Complete the ELPA Security Compliance Form and return it to your Building ELPA Coordinator. A sample of the ELPA Security Compliance Form is located in Appendix C. Follow your Building ELPA Coordinator’s instructions for completing the ELPA School/Grade Header Sheet. A sample of this sheet is provided on page 45.
8. Return the *Directions for Administration* to the Building ELPA Coordinator.

For complete information regarding the responsibilities of Assessment Administrators and Proctors, review the *Directions for Administration*.

Packaging and Returning Materials

ELPA District Coordinators are responsible for the return of all ELPA materials to Harcourt for scoring and reporting of Spring 2007 results. Each district's materials are expected to be shipped at one time. Please provide training to all ELPA Building Coordinators in the preparation of materials for return.

If additional information is required to score ELPA materials, the ELPA District Coordinator will be contacted by Harcourt staff, which will result in a customer alert. A customer alert delays processing of preliminary PDF reports until the information needed to continue scoring is received.

To the ELPA Building Coordinator:

You are responsible for ensuring that the completed booklets are organized and provided to your ELPA District Coordinator for return to the OEAA. The following directions will assist you and your Assessment Administrators in this task. They include instructions for inspecting, organizing, and stacking/packing of answer documents.

Organizing the Completed Scannable Booklets and/or Answer Documents

- A. Separate scorable assessment booklets and answer documents by assessment level (levels I, II, III, IV, or V). Documents from different assessment levels may not be mixed. Each assessment level will need to be organized as its own unit.
- B. Documents from different grades within an assessment level may be mixed within a unit (e.g., Grade 3 documents can be mixed with Grade 5 documents within the assessment level III unit).
- C. Out-of-level testing is **not** allowed. The following list shows the grade spans for the ELPA.
 - Level I for Kindergarten students
 - Level II for students in Grades 1–2
 - Level III for students in Grades 3–5
 - Level IV for students in Grades 6–8
 - Level V for students in Grades 9–12

Stacking the Booklets

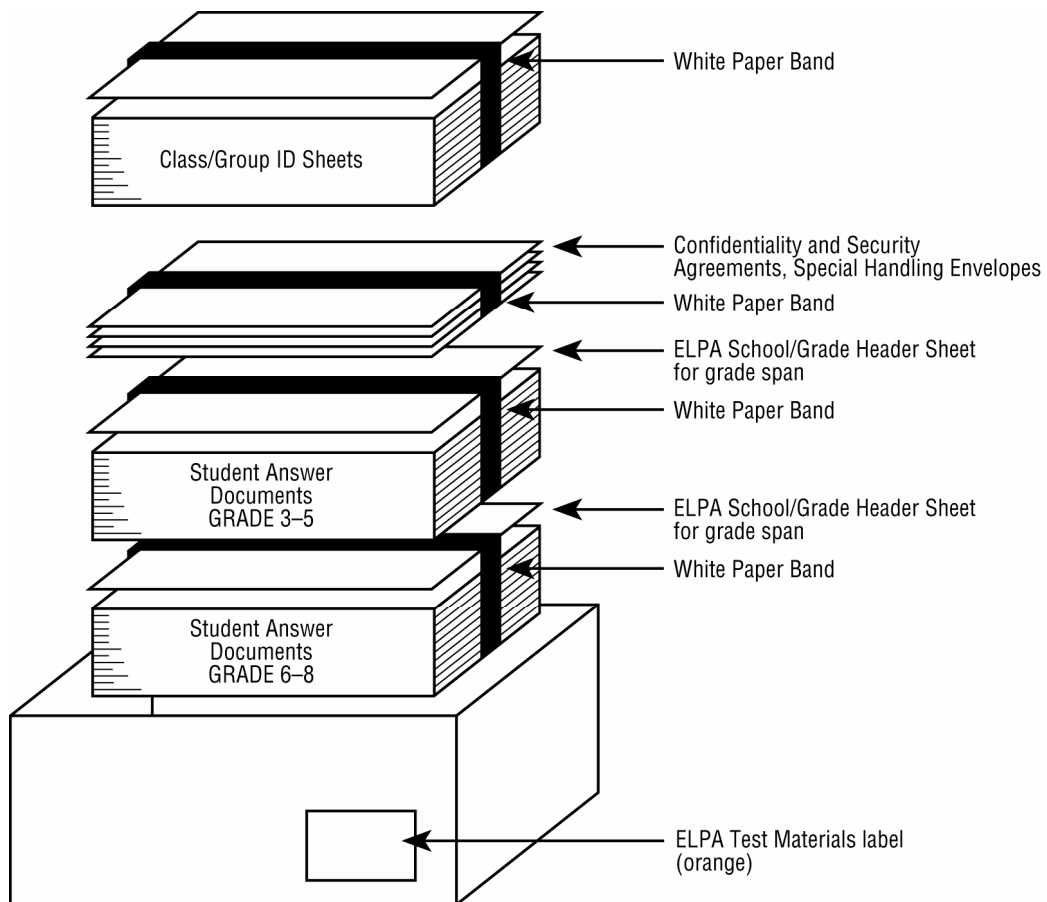
- A. If the report listing of students is by class/group, first arrange scorable assessment booklets or answer documents in class/group stacks. Then place them into assessment level (grade span) stacks. Be sure to include a scannable Class/Group ID Sheet that identifies the teacher name for each class/group submitted. (A description of this sheet and directions for use are listed on pages 46–47.)
- B. Organize the grade stacks into a school stack. See the diagram on page 43.
- C. If the report listing of students is by grade, arrange scorable assessment booklets or answer documents into assessment level (grade span) stacks. Be sure to place an ELPA School/Grade Header Sheet on top of each grade-span submitted, bubbling in the the number of documents returned for your school building. (A description of this form and directions for completing it are listed on pages 44–45.)
- D. Return all of your completed scorable booklets and/or answer documents in ELPA level stacks to your ELPA Building Coordinator for return to Harcourt. Place the scorable documents in very sturdy cartons (the boxes in which they were shipped) to protect them in transit. Booklets for each reporting unit (either A or C above) should be banded with paper bands to keep them intact. Follow the specific instructions provided in the Test Coordinator Kit.
- E. Place the scorable materials on top of other assessment materials being returned.

Table of Assessment Materials to Be Returned

Assessment Materials	Return to Harcourt	Schools Keep
ELPA Security Compliance for District Coordinator	X	
ELPA Security Compliance for Building Coordinator	X	
ELPA Security Compliance for Assessment Administrators, Proctors, and Accommodations Providers	X	
Special Handling Envelopes (if any)	X	
ELPA School/Grade Header Sheets	X	
ELPA Class/Group ID Sheets		
Grades K and 1–2 Student Speaking booklets	X	
Assessment Booklets (both used AND unused) for Grades K and 1–2 (including large-print and audio versions)	X	
Assessment Booklets for Grades 3–5, 6–8, and 9–12 (including Braille, large-print, and audio versions)	X	
Answer Documents (both used AND unused) for Grades 3–5, 6–8, and 9–12	X	
<i>ELPA Manual for Building and District Coordinators</i>		X
<i>Directions for Administration</i>	X	
All audiocassettes and CDs	X	

Assembling Machine-Scorable Assessment Booklets and Answer Documents for Return

The diagram below demonstrates how to assemble used answer documents for return.



Directions for the ELPA School/Grade Header Sheet

The purpose of the ELPA School/Grade Header Sheet is to ensure that all answer documents returned are scored and that districts and schools receive the appropriate reports. The School/Grade Header Sheet is intended to be a helpful tool for both the schools and the scoring contractor in accounting for all scorable assessment booklets and answer documents returned for scoring.

It is important that the School/Grade Header Sheet have complete and accurate information. It must be returned on top of each level's scorable assessment booklets or answer documents and secured by a paper band.

Follow the directions on the ELPA School/Grade Header Sheet. A sample form is included on the following page.

If the following information is not preprinted on the sheet, please fill it in:

District Name, School Name, District Code, and School Code.

Directions for Completing the ELPA School/Grade Header Sheet

- The District ELPA Coordinator will determine who is responsible for completing the School/Grade Header Sheet.
- Begin by organizing your used answer documents by level-grade span. You do not need to separate answer documents with preprinted labels from answer documents with the section Additional New Student Information for Labels completed.
- Place one ELPA School/Grade Header Sheet on top of each level-grade span's set of answer documents.
- Fill in the bubble for the level-grade span that corresponds to the scorable assessment booklets or answer documents under each ELPA School/Grade Header Sheet.
- Write the answer document count in the spaces provided and fill in the bubbles for that number.
- Use a paper band to secure the School/Grade Header Sheet with the scorable assessment booklets or answer documents.
- Deliver all sets of scorable assessment booklets or answer documents with the School/Grade Header Sheets to the Building or District ELPA Coordinator.

Refer to page 40 for more information on how to organize this form and your answer documents for return to the scoring contractor.

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2)
- Do NOT use ink or ball point pen
- Make heavy dark marks that completely fill in the bubbles
- Erase completely any marks that you wish to change
- Make NO stray marks on this sheet

CORRECT MARK



INCORRECT MARKS



MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

SCHOOL LEVEL-GRADE SPAN HEADER SHEET

1 PLEASE PRINT

Name of Person Completing this Form _____

District Name _____

School Name _____

2 DISTRICT CODE					3 SCHOOL CODE				
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Please be sure all fields are completed.

4 LVL-GRD SPAN

- ☐ LEVEL I - K
☐ LEVEL II - 1-2
☐ LEVEL III - 3-5
☐ LEVEL IV - 6-8
☐ LEVEL V - 9-12

**5 ANSWER
DOCUMENT
COUNT**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

INSTRUCTIONS

1. Write the name of the person completing this form, the district name and the school name on the lines provided.
2. In the boxes under District Code, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
3. In the boxes under School Code, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
4. In the box under LVL-GRD Span, grid the appropriate grade level of the students whose documents are under this header sheet. Grid only one grade span per header sheet.
5. In the boxes under Answer Document Count, write the appropriate number of used answer documents that are under this header sheet. Grid the corresponding bubbles.

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DO NOT PHOTOCOPY THIS FORM—PLEASE ORDER ADDITIONAL FORMS

Directions for the ELPA Class/Group ID Sheet

This is an optional form. This information allows districts and schools to receive reports by class or group designation(s). It is the decision of the school or district to use this option and define the 4-digit class/group numbers that are most useful to the district or school.

Follow the directions on the ELPA Class/Group ID Sheet. A sample form is included on the following page.

Refer to page 40 for more information on how to organize this form and your scorable assessment booklets or answer documents for return to the scoring contractor.

SIDE 1

MICHIGAN

CLASS/GROUP ID SHEET

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2)
- Do NOT use ink or ball point pen
- Make heavy dark marks that completely fill in the bubbles
- Erase completely any marks that you wish to change
- Make NO stray marks on this sheet

CORRECT MARK
● ● ● ●

INCORRECT MARKS
✗ ✗ ✗ ✗

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 DISTRICT CODE		3 SCHOOL CODE	
0	1	0	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

- INSTRUCTIONS:** This is an optional form. The purpose of this form is to allow districts and schools to receive reports by class or group designation(s). It is the decision of the school or district to use this option and to define the 4-digit class/group numbers that are most useful to the districts or school.
- This form needs to be completed for every teacher. It may be completed by the teacher or the district or building ELPA coordinator. The person completing this form will need a teacher name and the class/group number(s) assigned to the teacher. Class/group numbers should be assigned by the district or building coordinator following instructions in the *ELPA Manual for District and Building Coordinators*.
- Instructions for each area on the form are as follows:
- Provide the name of the person completing this form (teacher or district/building coordinator) and the district and school name.
 - In the boxes under DISTRICT CODE, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
 - In the boxes under SCHOOL CODE, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
 - In the boxes under TEACHER NAME, indicate the name of the teacher assigned to the class/group. Number(s) are being provided and grid the corresponding bubbles.
 - In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and grid the corresponding bubble under each block. For teachers who need reporting for multiple groups, up to six (6) different numbers can be included on this form. If less than a 4-digit number is used, fill in with zeros ahead of the number.
 - In the box under LVL-GRD SPAN, grid the appropriate grade level of the students whose documents are under this sheet. Grid only one grade span per sheet.
- This form should be delivered to the building ELPA coordinator. Instructions for use and reporting may be found in the *ELPA Manual for District and Building Coordinators*.

4 TEACHER'S LAST NAME		TEACHER'S FIRST NAME	
A	A	A	A
B	B	B	B
C	C	C	C
D	D	D	D
E	E	E	E
F	F	F	F
G	G	G	G
H	H	H	H
I	I	I	I
J	J	J	J
K	K	K	K
L	L	L	L
M	M	M	M
N	N	N	N
O	O	O	O
P	P	P	P
Q	Q	Q	Q
R	R	R	R
S	S	S	S
T	T	T	T
U	U	U	U
V	V	V	V
W	W	W	W
X	X	X	X
Y	Y	Y	Y
Z	Z	Z	Z

5 CLASS/GROUP NUMBER	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

6 LVL-GRD SPAN	
LEVEL I - K	LEVEL III - 3-5
LEVEL II - 1-2	LEVEL IV - 6-8
LEVEL V - 9-12	

82005 02

999-8576-18-0

TPC 82005 1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

Glossary

Accommodation – An assessment provision made for a student so that the effect of a disability is minimized or removed, and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses.

Adequate Yearly Progress (AYP) – The measure used to hold schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on state assessment, including Michigan Educational Assessment Program (MEAP) and MI-Access, Michigan’s alternate assessment for students with disabilities. AYP includes measurement of proficiency (as measured by state assessment), participation rates in state assessment, and attendance or graduation rates. Schools can meet the AYP proficiency targets in two different ways: (1) by meeting their objectives or (2) by showing sufficient improvement (Safe Harbor). For a public school and local educational agency (LEA) to make adequate yearly progress, the school as a whole and each student subgroup must meet or exceed the state annual measurable objectives, the school as a whole and each student subgroup must have at least a 95 percent participation rate in the statewide assessments, and the school must meet the State’s requirement for other academic indicators. For more information on AYP, please visit <https://oeaa.state.mi.us/ayp/>.

Braille – A bubble on the student answer document for assessment levels III, IV, and V (Grades 3–12) labeled “Braille” may be bubbled in to indicate that the Braille version of the assessment was used.

Center for Educational Performance & Information (CEPI) – Collects and reports data about Michigan’s K–12 public schools to facilitate school districts’ compliance with the federal No Child Left Behind Act of 2001 and the Michigan Department of Education’s accreditation plan, *Education Yes!* CEPI is an office located within the Office of the State Budget.

Class/Group Number Field – The purpose of this field is to allow districts and schools to receive their reports organized by a class or group designation. It is the responsibility of the school or district to define class/group numbers that are most useful to the district or school. This is an optional field. See your ELPA coordinator for your class/group number.

Comprehensive Reports – Provides summary score information for each ELPA section for each student assessed by grade level, by building. This report identified the student’s demographics, as well as whether or not the student is Limited English Proficient (LEP), formerly LEP (FLEP), or Special Education. The assessment form, scale score, and the performance level earned by the student on each content assessment are provided.

Content Analysis Reports – Presents specific content information by building for each student who took the ELPA. A student's total raw score points, percent of points correct, scale score, and performance level are provided. The mean points correct for each strand of a content area are provided to give specific information to educators on a student's strengths and weaknesses. Information in this report is summarized for each classroom or group as well as for the school, district, and state level.

Demographic Analysis Report – Provides a summary breakdown of scores by several demographic factors for each content area assessed. The report sorts scores by demographics and educational program categories including gender, ethnicity, economically disadvantaged, Special Education, Limited English Proficient (LEP) or Formerly LEP (FLEP), migrant, homeless, and Less Than Full Academic Year. The reports also indicate whether the student took the assessment with standard or nonstandard accommodations. The scale score, the number of students for each subgroup category of students, and the percent that met or exceeded Michigan standards are included. Summary data comparing the school, district, and state scores concludes the report.

Dual Enrollment – Students who are enrolled in high school but take courses through a local college.

Economically Disadvantaged (ED) – A student from a low-income family defined as eligible by the income guidelines for free and reduced price meals (This information is required for all districts that receive Title I funds; the U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

Eligible – Qualified or legally entitled to participate.

English language learner (ELL) – The term that the State of Michigan has chosen to use for students who are Limited English Proficient. For more information, see Limited English Proficient (LEP).

Enrollment Date Field – A field on the student answer document.

Ethnicity – The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any federal program." (OMB Directive No. 15) Classifications will be used only for the purpose of reporting.

1. **American Indian or Alaskan Native** – a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition

2. ***Asian or Pacific Islander*** – a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example: China, India, Japan, Korea, the Philippine Islands, and Samoa
3. ***Black, Not of Hispanic Origin*** – a person having origins in any of the black racial groups of Africa
4. ***Hispanic*** – a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
5. ***White, Not of Hispanic Origin*** – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East
6. ***Multiracial*** – a person of mixed racial and/or ethnic origins

Fluency – Ability to express yourself clearly and effortlessly.

Formerly Limited English Proficient (FLEP) – A student is designated as FLEP when he or she is no longer designated LEP by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the LEP designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121)

Homeless – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Home Schooled – The “Home Schooled” bubble exists for students who are home schooled and take the ELPA in their local school district. Public school districts are required to administer the ELPA to home-schooled students who wish to take the ELPA.

Item Analysis Report – Provides a description of each selected-response (multiple-choice) item and each constructed-response (open-ended) item on the assessment, including the primary Michigan benchmark measured by each item. This report also indicates statistics summarized by classroom or group, building, district, and state to enable comparisons to be made across the state.

Interrupted Schooling – A student who has experienced interrupted schooling has missed one or more consecutive years of schooling after kindergarten. (An example is a student who attended grades 1 and 2 in another country and, because he or she is a refugee, was unable to attend any part of grade 3.)

Limited English Proficient (LEP) – The terms “limited English proficient” or “English language learner,” when used of an individual, mean an individual

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaskan Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Migratory Status – A student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing.

Nonstandard Accommodation – Any accommodation not included as a standard accommodation that interferes with the construct being measured by a section of the ELPA. The “Nonstandard Accommodation” circle must be filled in on the answer document of any student who receives a nonstandard accommodation on that assessment.

OEAA Secure Site – A secure website that may be referred to as the OEAA secure site or the MEAP secure site.

Research I and II Fields – Research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report.

School Use Only – Special use bubbles that appear on the student answer document. These bubbles, labeled “School Use Only,” are to be used only as instructed under special notice by the OEAA.

Single Record Student Database – Data submitted by school districts via the Single Record Student Database (SRSD) include discrete information about individual students such as age, gender, race and ethnicity, and program participation. The data collected via

the SRSD will be used to meet the reporting requirements of the federal No Child Left Behind Act of 2001, including the determination of Adequate Yearly Progress (AYP).

Special Education – A student who is determined by an individualized education program team or a hearing officer to have 1 or more of the impairments that necessitates special education or related services, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated from high school. (Reference Michigan Administrative Rule 340.1702, Rule 2)

Standard Accommodation – An assessment provision given so that the effect of a disability is minimized and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses. (The Assessment Accommodations Summary Table can be found in Appendix A of this manual.)

Unethical Practice – The bubble on the student answer document that is to be used to identify students who engage in an unethical practice.

Unique Identification Code (UIC) – A ten-digit identification code that is assigned to a student through the SRSD process.

APPENDICES

Appendix A: Accommodations

Assessment Accommodations Summary Table

The following table specifies standard and nonstandard assessment accommodations for the ELPA.

Accommodation	ELPA		
	IEP	504	ELL
A. Timing/Scheduling			
1. Extended assessment time within reason (approximately 1½ times the estimated assessment time)	S	S	S
2. Frequent or appropriate supervised breaks	S	S	S
3. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S
4. Clock or method of informing students of remaining time	S	S	S
B. Setting			
5. Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S
6. Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	S	S	S
7. Administration of the assessment in a special education setting	S	S	NA
8. Provision for assessment administration at home when student is homebound or in a care facility when medically necessary, with appropriate supervision by a school district professional	S	S	NA
9. Administration of assessment in a distraction-free space or alternate location (e.g., separate room, or location within the room) with appropriate supervision	S	S	S
10. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional	S	S	NA
11. Administration of the assessment in a small group	S	S	S
12. Administration of the assessment individually	S	S	NA
13. Tools to assist with concentration	S	S	NA

Appendix A: Accommodations

Accommodation	ELPA		
	IEP	504	ELL
14. Qualified person familiar to the student administers the assessment	S	S	S
15. Appropriate seating, special lighting, or furniture	S	S	NA
16. Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others	S	S	S
17. Background music or noise buffers	S	S	NA
C. Presentation			
18. Use of bilingual word-for-word non-electronic translation glossary for English language learners	NS	NS	NS
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NS	NS
21 a. Use of screen reader for English language arts reading assessment	NS	NS	NS
21 b. Use of screen reader for ELPA listening, writing and speaking parts	S	S	S
22. Use of an abacus	NA	NA	NA
23. Use of arithmetic tables	NA	NA	NA
24. Use of actual coins and bills	NA	NA	NA
25. Use of manipulatives for mathematics assessments, such as base 10 blocks	NA	NA	NA
26. Use of state-produced video or audio version of assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the content areas of mathematics, science, and social studies. Also the writing section of the MEAP ELA or MI-Access ELA Expressing Ideas assessment, or the ELPA Listening, Writing, and Speaking sections	S	S	S

Appendix A: Accommodations

Accommodation	ELPA		
	IEP	504	ELL
27. Use of state-produced video or audio version of the assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment and ELPA	NS	NS	NS
28. Use of state-produced video or audio version, for English language learners, of the mathematics, science, or social studies assessments read in Arabic or Spanish for a student whose dominant language is Arabic or Spanish and who is determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting	NA	NA	NA
29. Reading all directions to the student in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., transitional, two-way or dual language) using the student's native language in the school setting	NS	NS	NS
30. Provision for student restatement of directions in the student's own words	S	S	S
31. Students asking for clarification of directions	S	S	S
32. Directions provided using sign language	S	S	NA
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S
34. Administration of the assessment by person familiar to the student	S	S	S
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NA	NA	NA
37. Administer assessment sections in any order for English language arts, science, and social studies	NA	NA	NA

Appendix A: Accommodations

Accommodation	ELPA		
	IEP	504	ELL
38. Administer assessment sections in any order for Mathematics	NA	NA	NA
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S
40. Emphasis on key words in directions	S	S	NA
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA
42. Reading aloud the MEAP reading components of the ELA assessment, the MI-Access accessing print assessment to the student, or the ELPA reading section	NS	NS	NS
43. Reading aloud the MEAP mathematics, science and social studies assessments or the MI-Access mathematics assessment	NA	NA	NA
44. Reading of mathematics, social studies, and science assessment content and questions to a student in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting	NA	NA	NA
45. Sign the mathematics, science and social studies assessments	NA	NA	NA
46 a. Sign the English language arts assessments	NA	NA	NA
46 b. Sign the ELPA Listening and Speaking parts	S	S	NA
46 c. Sign the ELPA Reading and Writing parts	NS	NS	NA
47. Use of a page turner	S	S	NA
48. Placement of teacher/proctor near student	S	S	NA
49. Use of rulers as provided by the State	NA	NA	NA
50. Use of adapted rulers, protractors, Braille and large print rulers and protractors	NA	NA	NA
51. Use of list of formulae as provided by the state	NA	NA	NA

Appendix A: Accommodations

Accommodation	ELPA		
	IEP	504	ELL
52. Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment	NA	NA	NA
53. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	NA	NA	NA
54. Use of a calculator on the science and social studies assessments	NA	NA	NA
55. Use of magnification devices	S	S	NA
56. Use of auditory amplification devices or special sound systems	S	S	NA
57. Use of closed circuit television	S	S	S
58. Student's use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides	S	S	S
59. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	S	S	NA
60. State-produced Braille and enlarged print versions of assessment	S	S	NA
61. State-produced audio versions of the assessments	S	S	S
D. Response			
62. Responding in the student's native language to the constructed response items on assessments	NS	NS	NS
63. Oral responses	S	S	NA
64. Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for ELA assessments	S	S	NA
65. Use of a scribe for constructed response items for mathematics, science and/or social studies assessments	NA	NA	NA
66. Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessments	NA	NA	NA
67 a. Respond in sign language for English language arts	NA	NA	NA

Appendix A: Accommodations

Accommodation	ELPA		
	IEP	504	ELL
67 b. Respond in sign language for the ELPA Listening and Speaking parts	S	S	NA
67 c. Respond in sign language for the ELPA Reading and Writing parts	NS	NS	NA
68. Respond in sign language for mathematics, science and social studies assessments	NA	NA	NA
69. Use of augmentative communication devices	S	S	NA
70. Use of computer or word processor with spell check, thesaurus, and grammar check disabled for ELA assessment	S	S	NA
71. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for Mathematics, Science and Social Studies	NA	NA	NA
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S
73. Use of Braillewriter	S	S	NA
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA
75. Adapted paper, lined or grid paper for recording answers	S	S	NA
76. Use of computers with alternative access for an alternative response mode	S	S	NA
77. Use of speech to text word processor for responses for English language arts and ELPA	NS	NS	NA
78. Use of speech to text word processing for mathematics, science and social studies	NA	NA	NA
79. Use of alternative writing position	S	S	NA
80. Use of special adaptive writing tools such as pencil grip or larger pencil	S	S	NA
81. Write directly in assessment booklet	S	S	S

Appendix A: Accommodations

Audio Versions of the ELPA

Two audio versions of the ELPA are available. An audio version of the read-aloud directions, assessment questions, and answer choices of the Listening section of the ELPA has been made available to all Assessment Administrators in order to standardize the spoken portions of the assessment. A second audio version that also contains the directions and the assessment questions and answer choices (when appropriate) for all sections of the ELPA is available as an assessment accommodation for certain students with disabilities and ELLs (see the table in this appendix).

To order audio versions of the ELPA, the District ELPA Coordinator should order online at www.michigan.gov/oeaa-secure.

The following instructions are to be used when administering audio versions of the assessments to students with disabilities only:

1. The assessments must be administered individually to students with disabilities, using equipment with a headset and counter if available or in a setting where the audio will not disturb other students.
2. Unless the student has a total loss of vision or needs the enlarged-print version, students using the audio versions must have a printed copy of an assessment booklet while they are taking the assessment.
3. Grades K and 1–2 students who use audio versions must use standard scannable assessment booklets but may be given one of the following options:
 - Mark their own answers in the booklets
 - Indicate their responses to a certified staff member who will then mark the booklets
 - Braille their responses and have a certified school staff member transcribe the answers into the booklets
4. Grades 3–12 students who use the audio versions must use standard answer documents but may be given one of the following options:
 - Grid their own answer documents
 - Mark answers in their assessment booklets and have a school staff member transcribe the answers into the answer documents
 - Indicate their responses to a certified school staff member who will then grid the answer documents
 - Braille their responses and have a certified school staff member transcribe the answers into the answer documents

Appendix A: Accommodations

5. The Assessment Administrator must read the directions to the student exactly as written. Assessment directions are also included in each audio version but should be presented by the Assessment Administrator first so any questions the student has can be addressed.
6. Scannable assessment booklets and answer documents for students who used the audio versions of the assessments must be packaged and returned with the other scannable booklets and answer documents.
7. Audio versions of the assessments are secure materials that must be returned at the end of the assessment window. No copies of these materials may be made, downloaded, or retained.

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible. Students using one of these accommodations are to include specific instructions about punctuation, spelling, indentation, etc., for the Writing section. Also, the use of a Braillewriter is permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, a member of the school staff must transcribe the student's responses into the student's scannable booklet or answer document. Spelling, punctuation, indentation, etc., must be transcribed exactly as they were in the student's original response. For students in grades 3–12 using the Braille version, it is important to specify Braille in the accommodations section of their answer document(s).

Word Processors

Because the Writing section includes use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the "Other" bubble on the scannable booklet or answer document to indicate the student used a word processor as a standard assessment accommodation. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the "nonstandard accommodations" bubble must be gridded.

Word-processed answers do not need to be transcribed into a scannable booklet or answer document by school staff. Each word-processed page must be printed and identified with student and assessment identification information (student name and birth date; student's state Unique Identification Code (UIC); school and district codes and names; assessment window and grade) and inserted into a scannable booklet or answer document that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the booklet or answer document.

Appendix A: Accommodations

All scannable booklets or answer documents containing a word-processed insert must be shipped in a special handling envelope marked “SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS.” This envelope is provided to the District ELPA Coordinators with the Test Coordinator Kit. This envelope is to be placed on the top of the first of the school’s scannable assessment booklets and/or answer documents.

Additional Paper

Additional paper may be used as an assessment accommodation if a student needs additional space due to large handwriting. Each additional piece of paper must be identified with student and assessment identification information:

1. student name
2. birth date
3. the student’s Unique Identification Code (UIC)
4. school and district codes and names
5. assessment window
6. grade

The extra page(s) should be inserted into the student’s scannable booklet or answer document that has all required student identification information completed. Do not staple or otherwise attach pages to the booklet or answer document.

All booklets or answer documents containing additional papers must be shipped in a special handling envelope marked “SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS.” This envelope is provided to the District ELPA Coordinators with the Test Coordinator Kit. This envelope is to be placed on the top of the first of the school’s scannable assessment booklets and/or answer documents.

Rapid Onset of Medical Disability

Prior to the ELPA, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example,

- A few days prior to assessment, a student broke his/her arm. The student may need an assessment accommodation—either a word processor or a scribe.
- A student has recently undergone surgery and is homebound or still in the hospital. The student may need to take the assessment at home or in the hospital with appropriate supervision by a school district professional.

In the case of rapid onset of a medical disability, the OEAA asks the school’s principal or guidance counselor to document, for the student’s file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and should be filled in appropriately on the student scannable booklet or answer document.

Appendix B: Security and Ethics



Office of Educational Assessment and Accountability

District Assessment Coordinator Responsibilities

Each district, public school academy and nonpublic school must designate a District Assessment Coordinator. The District Assessment Coordinator sets the tone of high performance with integrity for the entire district and holds specific responsibilities. The District Assessment Coordinator shall:

Before Assessment Administration

- ☐ Serve as the designated person for the district or ISD/RESA in all communications with OEAA and/or Scoring Services.
- ☐ Be aware of appropriate assessment activities and ethical practices at all levels.
- ☐ Inform District Superintendent and local Board of Education of state assessment practices document.
- ☐ Be aware of assessment preparation guidelines.
- ☐ Attend statewide assessment program meetings and apply training to assessments.
- ☐ Coordinate the pre-identification, ordering, distribution and security of assessment materials.
- ☐ Be a resource to the Building Assessment Administrator in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- ☐ Review identification and demographic information for accuracy and consistency with other school records.
- ☐ Approve Assessment Administrator qualifications.
- ☐ Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers and counselors), and to students and parents where appropriate.
- ☐ Read and become familiar with the information in the Coordinator and Assessment Administrator Manuals.
- ☐ Train Building Assessment Coordinators in ethical standards and appropriate administration practices specific to MEAP, MI-Access and ELPA.
- ☐ Oversee inventory of all assessment materials.
- ☐ Store assessment materials in a secure location.
- ☐ Organize assessment materials for individual schools in the district.
- ☐ Be sure that assessment materials arrive at schools before the assessment period.

Appendix B: Security and Ethics

Before Assessment Administration (continued)

- ☐ Direct the accurate completion of student identification information and "School Use Only" sections of answer documents.
- ☐ Ensure that Building Assessment Coordinators know the procedure for the return of materials after assessments are completed.

During Assessment Administration

- ☐ Monitor at least a sample of assessment administrations.
- ☐ Answer questions from the Building Assessment Coordinators and Assessment Administrators that might arise during the assessment administration.
- ☐ Report any assessment irregularities and administration procedural errors to the OEAA. Immediately contact the OEAA office at the number provided in the Administration Manuals with detailed information and steps taken. You may wish to call the OEAA Director or Test Administration Coordinator directly (see inside cover).

After Assessment Administration

- ☐ Assist Building Assessment Coordinators with any assessment administration issues such as invalidation of assessments and special codes/accommodations.
- ☐ Ensure that answer documents have been completed and filled in correctly.
- ☐ Consolidate and assemble all assessment materials after assessment administration according to procedures specified.
- ☐ Arrange for assessment materials to be returned to the appropriate scoring service by the required deadlines.
- ☐ Complete Assessment Security Compliance Form as provided and return to the appropriate scoring service with used answer documents.

Appendix B: Security and Ethics

My District Assessment Coordinator

Phone

email



Office of Educational Assessment and Accountability

Building Assessment Coordinator Responsibilities

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator shall:

Before Assessment Administration

- ☐ Serve as the building contact person between the school and the District Assessment Coordinator.
- ☐ Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
- ☐ Read and adhere to the information in the Assessment and Administrator Manuals.
- ☐ Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- ☐ Train the Assessment Administrators and Proctors on administrative procedures and ethical practices.
- ☐ Provide information regarding ethical and unethical assessment practices information to students, assessment administrators, proctors, teachers, and parents.
- ☐ Conduct an inventory of assessment materials received from the District Assessment Coordinator.
- ☐ Ensure assessment materials are kept in a secure location.
- ☐ In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- ☐ Assemble and distribute assessment materials to Assessment Administrators.
- ☐ Ensure that assessment materials that are allowed by the state assessments are made available to students.

Appendix B: Security and Ethics

Before Assessment Administration (continued)

- ☐ Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English Language Learners.
- ☐ Have a plan for students who finish early or who require extra time. Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e. pagers, cell phones, PDAs).

During Assessment Administration

- ☐ Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times.
- ☐ Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator.
- ☐ Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that standardized assessment procedures are being followed.
- ☐ Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After Assessment Administration

- ☐ Collect and conduct an inventory of assessment materials after the assessment.
- ☐ Notify the District Assessment Coordinator of any missing materials and follow instructions for recovering them.
- ☐ Ensure that answer documents have been completed and filled in correctly.
- ☐ Ensure that any cover or return form has been completed correctly.
- ☐ Prepare all assessment materials for return to the District Assessment Coordinator.
- ☐ Return assessment materials to the District Assessment Coordinator consistent with required timelines.
- ☐ Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.
- ☐ Complete Assessment Security Compliance Forms found in the Assessment Administrator Manual and submit all signed forms from any Assessment Administrators, Assessment Proctors, or Accommodation Providers to the District Assessment Coordinator.

Appendix B: Security and Ethics

My Building Assessment Coordinator

Phone

email

Office of Educational Assessment and Accountability



Assessment Administrator Responsibilities

Assessment Administrators must be at least one of the following:

1. An employee of the district who is a certified or licensed educational professional;
2. A substitute teacher who is certified and employed by the district on an as needed basis;
3. Someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement or change of career and has been approved by the District Assessment Coordinator as a qualified assessment administrator.

The Assessment Administrator sets the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Administrator's shall:

Before Assessment Administration

- ☐ Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator specific to MEAP, MI-Access, or ELPA.
- ☐ Read the Assessment Administrator Manual prior to assessments.
- ☐ In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- ☐ Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, dictionaries, thesaurus, etc.).
- ☐ Know assessment security procedures and be prepared to follow them before, during, and after each assessment session.
- ☐ Have a plan for students who finish assessments early or who require extra time.
- ☐ Have an implementation plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), 504 Plans, and instructional practices for English Language Learners.

During Assessment Administration

- ☐ Distribute all materials to students. Check for appropriate assessment booklets and answer documents.

Appendix B: Security and Ethics

During Assessment Administration (continued)

- ☐ Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.
- ☐ Administer the assessments according to the Assessment Administration Manual.
- ☐ Read directions exactly as they appear in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.
- ☐ When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
- ☐ Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- ☐ Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- ☐ Ensure that the assessment room is quiet during the entire assessment administration.
- ☐ Remain in the assessment room at all times unless replaced by another trained staff member.
- ☐ Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- ☐ Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.
- ☐ Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.

After Assessment Administration

- ☐ Collect assessment materials and account for all assessment materials regardless of perceived student effort.
- ☐ Ensure that answer documents have correct student identification completed and filled in correctly.
- ☐ Do not erase or darken any marks in the student answer section of any document.
- ☐ Deliver assessment materials in person to the Building Assessment Coordinator at the end of each assessment administration.
- ☐ Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
- ☐ Complete Assessment Security Compliance Form found in the Assessment Administration Manual and submit to the Building Assessment Coordinator. Security forms can be found in the back of the administration manuals.

Appendix B: Security and Ethics

My Assessment Administrator

Phone

email

Office of Educational Assessment and Accountability



Assessment Proctor Responsibilities

As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher's aide, paraprofessional, or other paid district or school personnel. If volunteers must be used, they should be trained with appropriate testing procedures; family of students in the assessment group should not be used as proctors.

Assessment proctors who are used in the capacity of providing assessment accommodations to students must be thoroughly trained in providing the accommodations prior to the assessment.

The Assessment Proctor assists in setting the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Proctor's responsibilities include:

Before Assessment Administration

- ☐ Participate in assessment administration training.
- ☐ In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

Appendix B: Security and Ethics

During Assessment Administration

- ☐ Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (cell phones, pagers, PDAs, etc.).
- ☐ Assist the Assessment Administrator in distributing assessment materials.
- ☐ Observe students and monitor those who have been given permission to temporarily leave the assessment room.
- ☐ Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- ☐ Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- ☐ Remain in the assessment room at all times unless replaced by another trained staff member.
- ☐ Ensure the assessment room is quiet during the entire assessment administration.
- ☐ Report any questionable or unusual activity to the Assessment Administrator immediately.
- ☐ Accompany students who are being directed to an alternate assessment room to complete assessments.
- ☐ Provide accommodations as prescribed in Individualized Education Program (IEP), 504 Plans, and instructional practices for English Language Learners.

After Assessment Administration

- ☐ Assist the Assessment Administrator in collecting and accounting for all assessment materials.
- ☐ Ensure that answer documents have correct student identification completed and filled in correctly.
- ☐ Complete Assessment Security Compliance Form found in the manual and submit form to the Building Assessment Coordinator.

Appendix C: ELPA Security Compliance Form

ELPA Security Compliance Form

I, the undersigned, do certify and attest to all of the following:

I have had access to a printed or electronic copy of the Professional Assessment & Accountability Practices for Educators as published by the Office of Educational Assessment and Accountability of the Michigan Department of Education, and

I have read the sections applicable to assessment security, preparation, and administration, and

I have read the section regarding the duties and responsibilities of my role in the assessment process, and

I have followed the practices as they relate to my role in the current assessment.

Date: _____

Signature: _____

Printed Name: _____

Note: An electronic copy of the Professional Assessment & Accountability Practices for Educators is available on the world wide web at <http://www.michigan.gov/oeaa>. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability, 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free 1-877-560-8378.

1 SCHOOL					DISTRICT				
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

2	
<input type="radio"/> District Coordinator	<input type="radio"/> Proctor
<input type="radio"/> Building Coordinator	<input type="radio"/> Accommodations Provider
<input type="radio"/> Assessment Administrator	

3 INFORMATION BOX	
PLEASE PRINT – Use full names.	
School Name: _____	
City: _____	
District Name: _____	

INSTRUCTIONS
1. In the boxes under School and District, indicate the district code if you are a District Coordinator. All other assessment administrators must fill in the school code and district code. Grid the corresponding bubbles.
2. Grid the corresponding bubble next to your role in the ELPA assessment (ex: district coordinator, building coordinator, etc.)
3. In the Information Box, print your school name, city and district name on the lines provided.
4. Once the form has been completed, return it with your "Scorable ELPA Materials" to Harcourt Assessment, Inc.

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Appendix D: Form for Submitting Feedback Regarding the ELPA

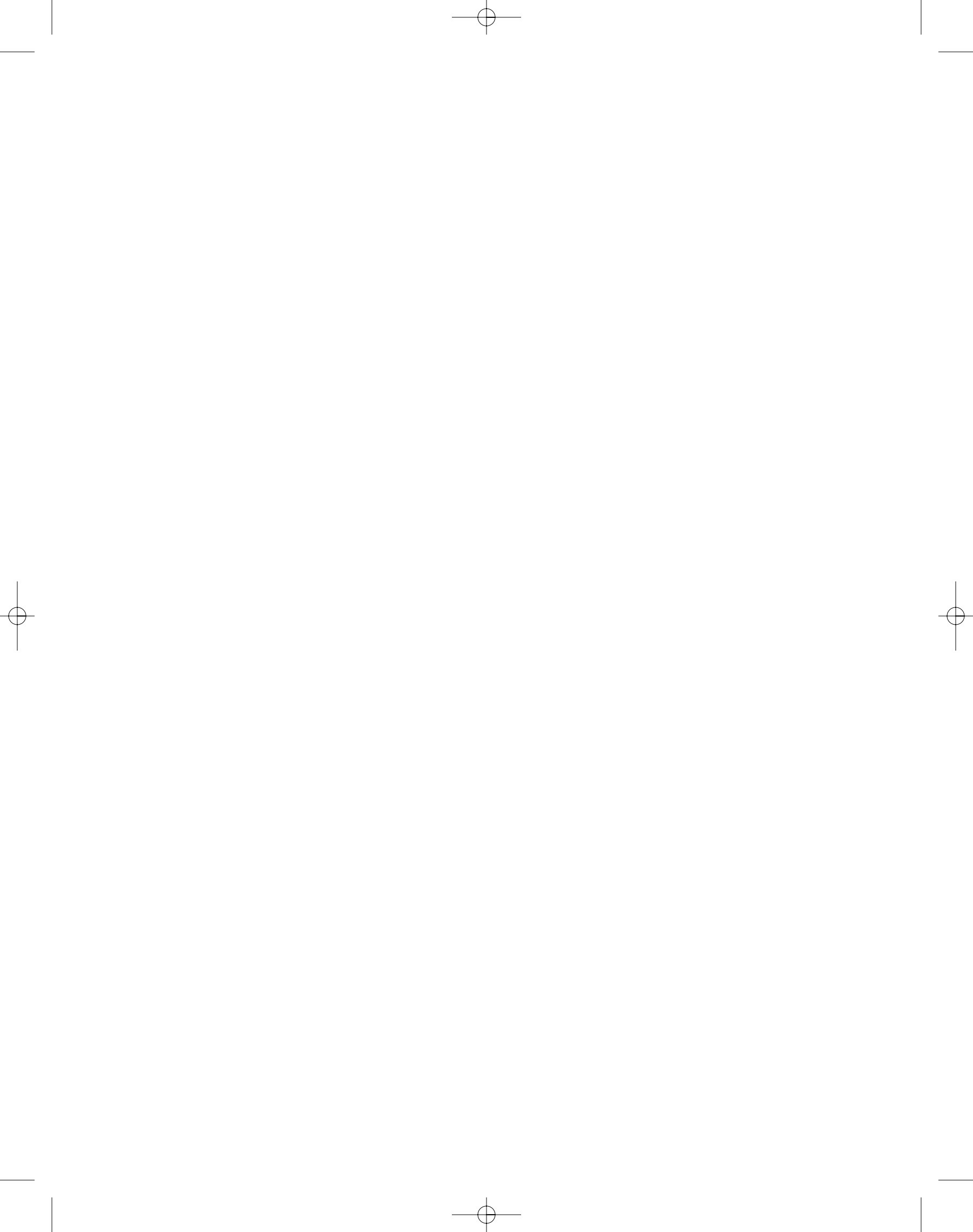
Student Challenges of Assessment Items
Clearly identify items being challenged.

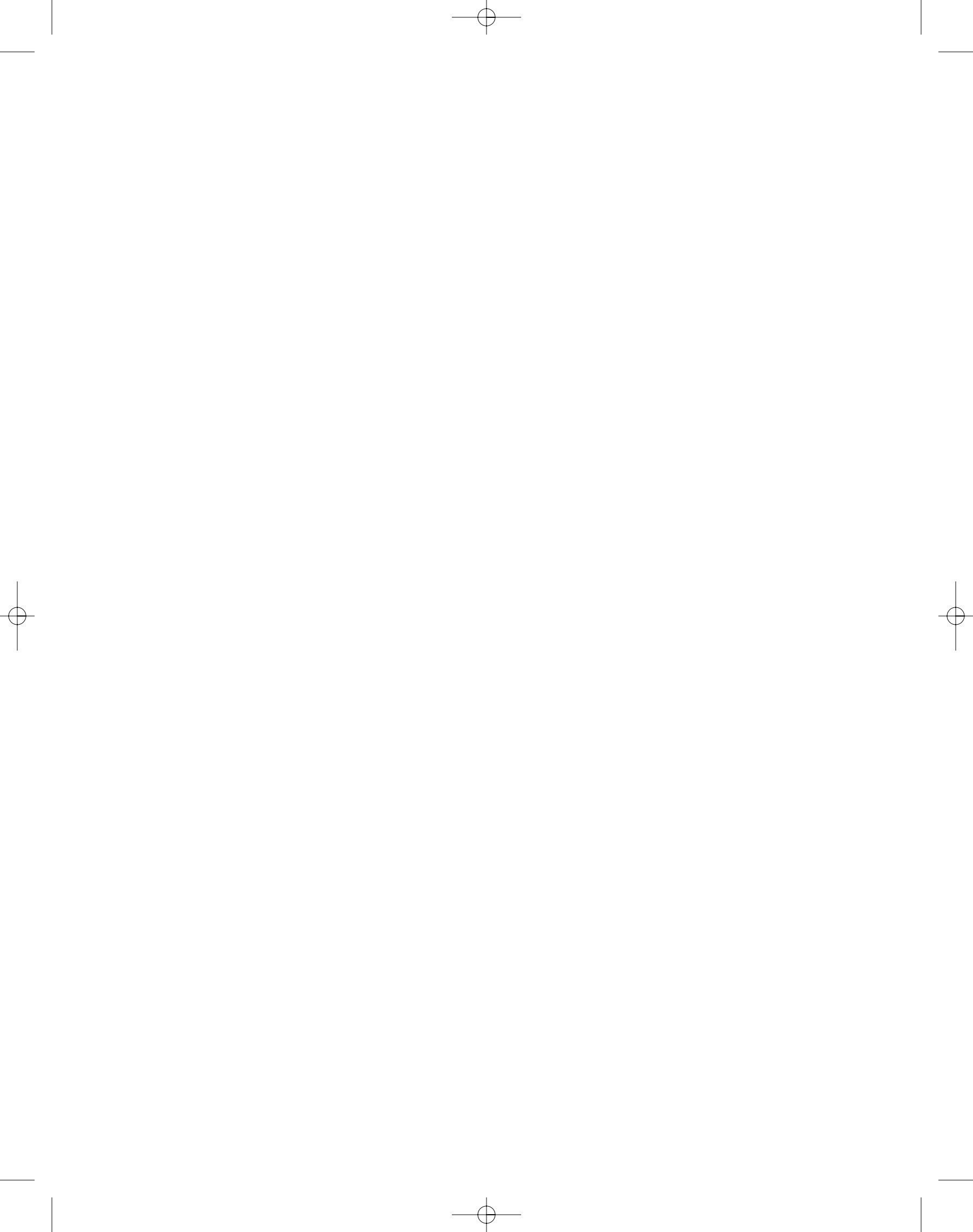
Comments Regarding ELPA Assessment Administration

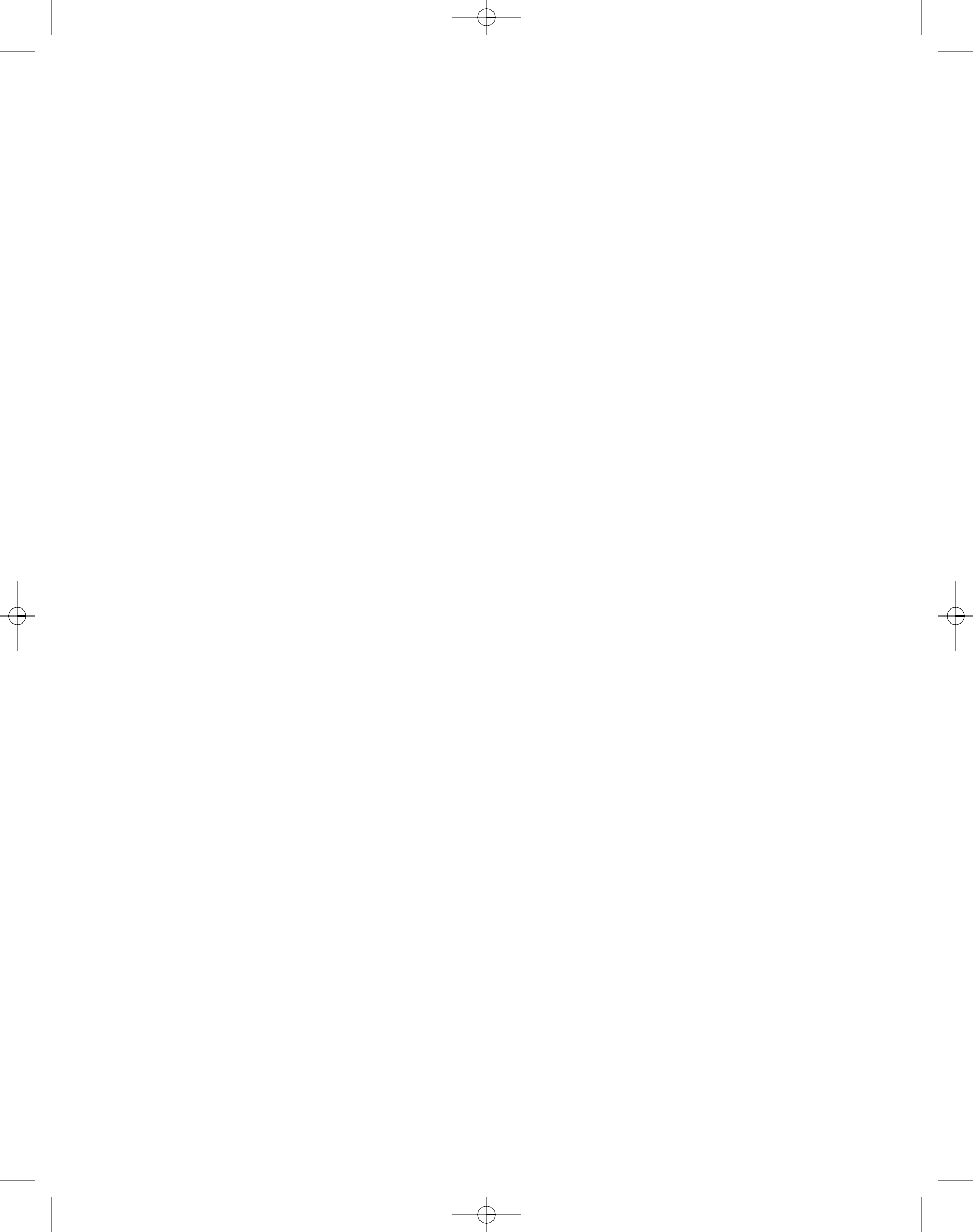
A. Good Points

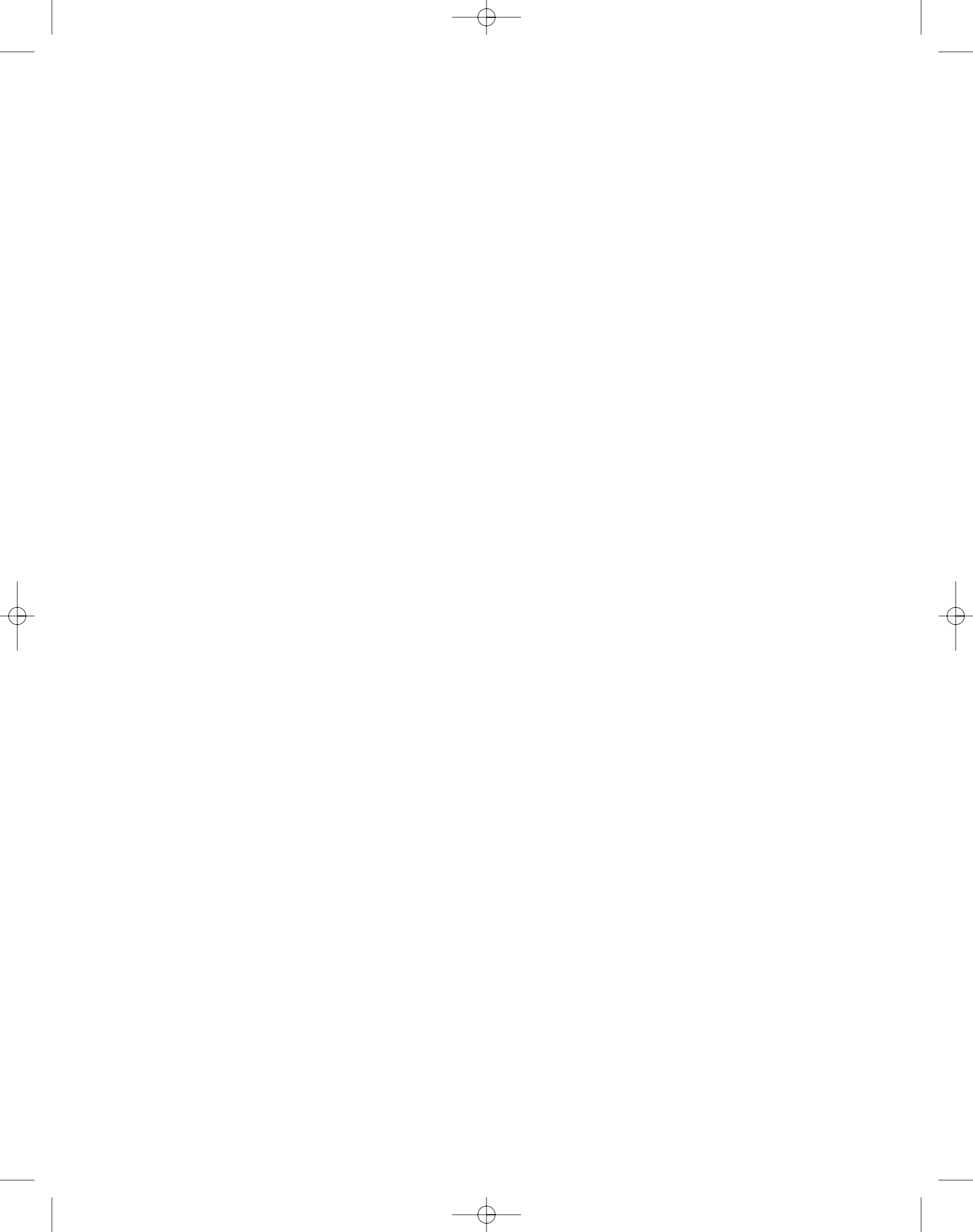
B. Areas Needing Improvement

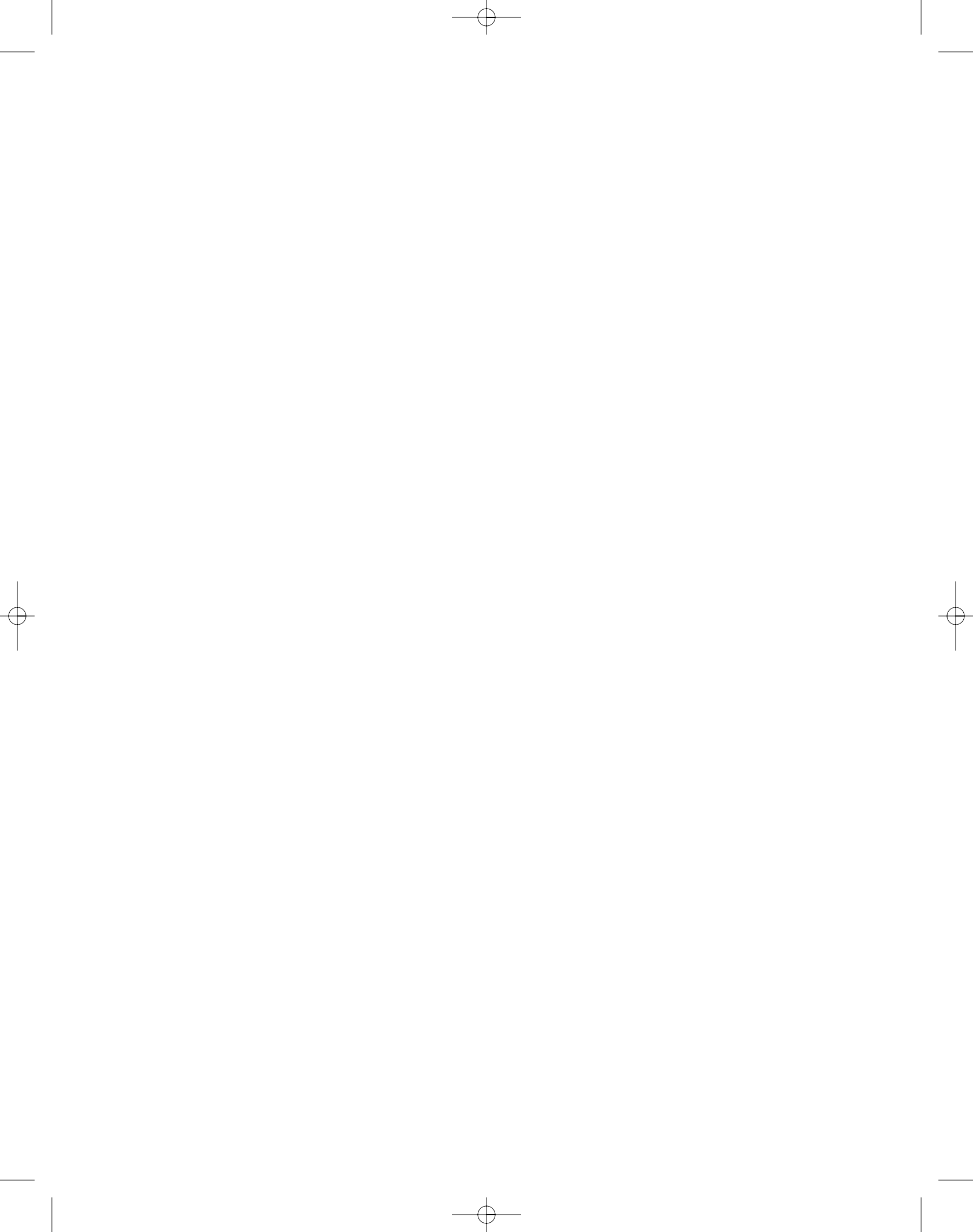
Return this form to:
ELPA
P.O. Box 30008
Lansing, MI 48909
FAX: 517-335-1186

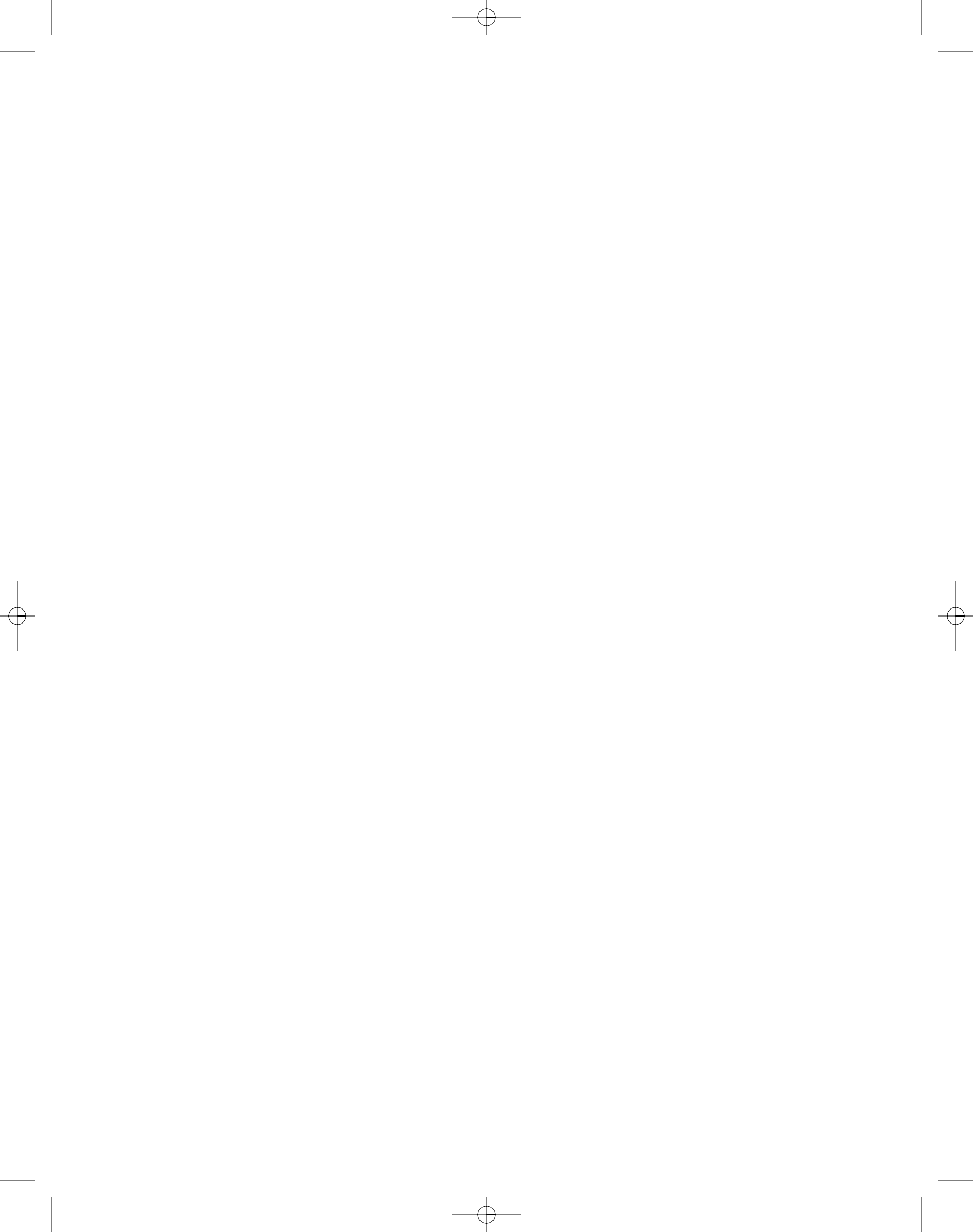


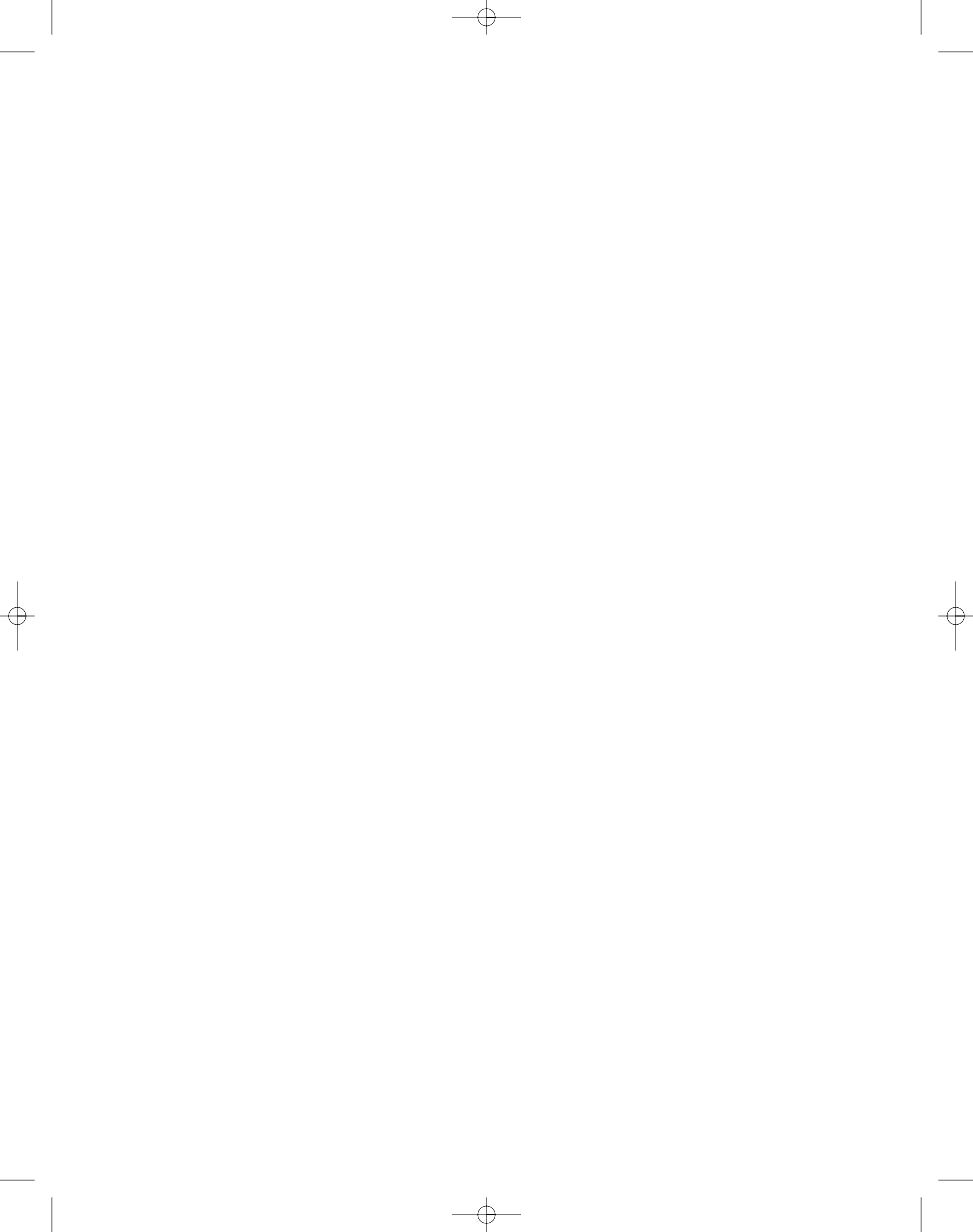












Spring 2007 ELPA Administration Important Dates

Assessment Materials Due in District or School	3/5/07
Test Administration	3/19/07 – 4/27/07
Districts Return ELPA Materials for Scoring	4/2/07–5/4/07*
Raw Score Reports are Posted for Districts via OEAA Web	5/3/07–6/4/07

*Posting occurs 28 days after materials are received at Harcourt for scoring.

Contact Information

The English Language Proficiency Assessment (ELPA) Coordinators, Assessment Administrators, and Proctors should read this manual in its entirety before the assessments begin. To promote the most effective flow of information, District ELPA Coordinators are to be the primary contact for all district communications. If District ELPA Coordinators have questions after reviewing this manual, they should contact one of the following:

- ELPA Office — for information about ELPA administration procedures, content, scheduling, and information about students with disabilities and appropriate assessments or accommodations

Phone: 877-560-8378

Fax: 517-335-1186

Website: www.michigan.gov/oeaa

E-mail: meap@michigan.gov

- Harcourt Customer Service Center — for information about ordering assessment materials

Phone: 1-800-763-2306

Fax: 800-634-0424

E-mail: customersupportcenter@harcourt.com

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